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ABSTRACT

The handbook provides a model for beginning and operating programs for talented/gifted students in rural schools, K-12, based on a program developed in Shasta County, California, in 1976-77 and disseminated nationwide in 1978-79. The model produces individualized programs planned by a committee composed of the student, classroom teacher(s), resource specialist, and parent(s) to meet student needs through an expanded curriculum emphasizing creative productivity, psychomotor development, use of visual and performing arts, leadership, and academic achievement. Eight major components are delineated: (1) identifying students through preassessment activities and testing in appropriate areas; (2) determining student needs through teacher assessment, parent and pupil inventories, and group and individual profiles; (3) indentifying instructional staff and writing job descriptions for all personnel involved; (4) training the staff; (5) determining management alternatives for scheduling and budgeting; (6) selecting curriculum design alternatives to fit individual needs; (7) conducting evaluation activities; and (8) revising activities according to evaluation results. Separate sections provide detailed information, examples, and forms for implementing each model component. Issues of implementation are listed at the beginning of each section in terms of what to do, how to do it, decision to make, and what one must know to make the decisions. (NEC)

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A Model Project

for

GIFTED AND TALENTED EDUCATION

in Rural Schools

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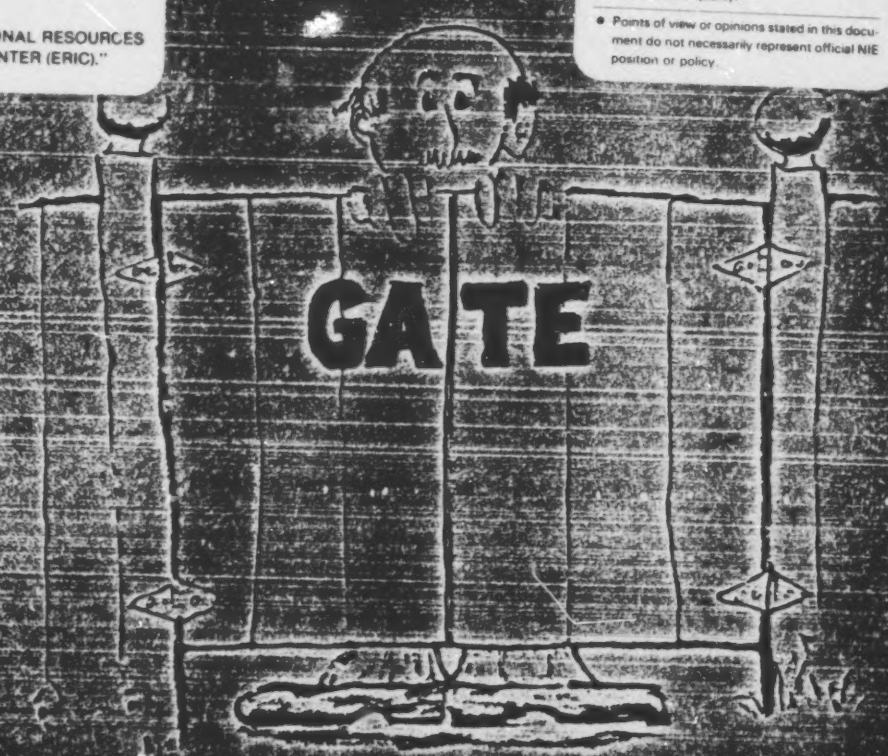

margaret humphrey, director

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GATE

A MODEL PROJECT
FOR
IMPLEMENTING A PROGRAM FOR
GIFTED AND TALENTED EDUCATION
IN
RURAL SCHOOLS

Margaret Humphrey, Director

by

Margaret Humphrey

and

Linda Loftus

1979

Shasta County Superintendent of Schools Office
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Redding, California 96001

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ABOUT THE PROGRAM

The Model Project for Gifted and Talented Education in Rural Schools is designed to optimize educational opportunities for the specially talented and academically gifted students in rural schools, K-12.

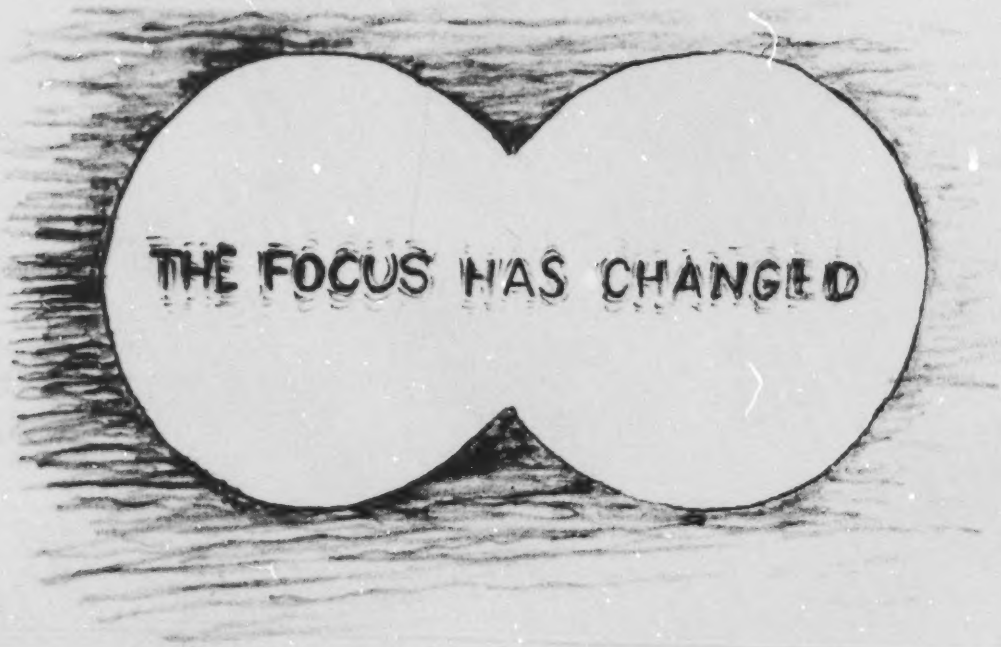
The model was developed in Shasta County, 1976-77. It was revised and disseminated in nine counties of Northern California, 1977-78; and disseminated in fifty states in 1978-79.

The design of the model includes:

1. Identifying students.
2. Determining student needs.
3. Identifying instructional staff.
4. Staff training.
5. Determining program management alternative.
6. Selecting curriculum appropriate to student needs.
7. Conducting evaluation.
8. Revising program according to evaluation results.

SERVICES IN THE PROJECT PROVIDE FOR . . . . .

1. Administrative services (project director) to districts involved.
2. Distribution of the printed material which serves as a guide for project implementation.
3. Inservice training specialists (cost considerations ranging from free to various charges to districts according to their own needs as they relate to financial priorities and constraints).



The focus of gifted and talented programs in Model Project rural schools has changed from teacher-centered, group oriented "pullout" experiences to individualized programs.

In the former program, students benefited only according to the expertise of one specialist teacher of the gifted and talented, who developed student experiences and/or projects for groups of students. Students were identified and served only in the area of intellectual potential, with other special talents not included.

Under the "Model Project for Gifted and Talented Education in Rural Schools," individualized student programs* are planned and implemented by a committee. This committee consists of: the individual student, the classroom teacher(s), the resource specialist in gifted/talented education, and the parent.

This planning process includes meeting the student's needs through an EXPANDED CURRICULUM in "five areas" of talent, (creative productivity, psychomotor, visual and performing arts, leadership, and academic achievement) in addition to the heretofore singular focus on intellectual potential.

*See page 94

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The overall method of meeting these needs consists of developing student projects with inherent measurable outcomes that relate to both the school curriculum and to the special curriculum for gifted and talented. The effectiveness of these high motivational, qualitatively different activities is determined in relationship to the individual needs of each student.

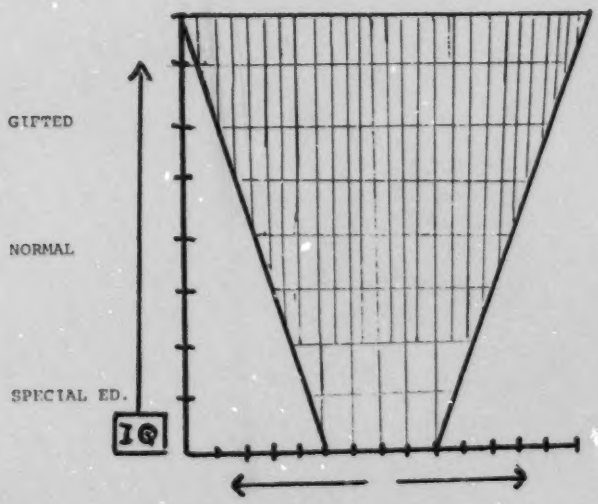
SUPPORT FROM MANY SOURCES

Ongoing evaluation is inherent throughout the total program operation. Data is used in terms of Process (effectively of students activities) and Product (the degree to which measuring instruments show change of growth in students). The Curriculum Design is consistent with the kind of data collected so results may be applied to improving the program of each student.

The rationale for changing the focus of the style of programming is as follows:

In the teaching of the gifted and talented, one specialist cannot adequately provide all the various strategies required for meeting the needs of several students. The variables of needs are such that it is inappropriate for only one person to attempt such a task.

In considering the variables, the higher the student is on the intellectual scale, the more variables must be considered in attempting to meet his needs.



VARIABLES IN STUDENT NEEDS

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No longer is it considered wise for one teacher with a *"BAG OF TRICKS"* to devise high motivational, qualitatively different activities as an end in themselves.

BAG OF TRICKS

FOUR BASIC PERSONALITY TYPES

The needs and interests of the student are determined according to four basic personality types: (1) high achieving, studious; (2) social leaders; (3) creative intellectuals; (4) rebels.

The following model reflects the results of a study made by Dr. Elizabeth Drew (now deceased) at Michigan State University.

SOCIAL LEADERS (20%)

Responsive to expectations of peers.
(politician)

HIGH ACHIEVING, STUDIOUS (60%)

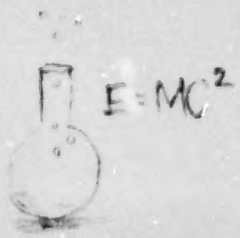
Responsive to expectations of school and society.
(professions)

REBELS

Responsive to anti-culture or society.
(criminals, etc.)

CREATIVE INTELLECTUAL (20%)

Responsive primarily to own expectations.
(inventors, artists, etc.)



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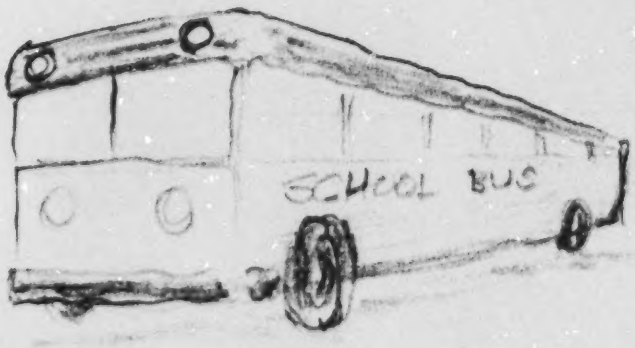
BASIC OPTIONS MEET NEEDS

In addition, three basic program options are considered in meeting those needs and interests:

(1) The basic school curriculum and its relationship to the gifted/talented child,

(2) Enrichment activities based on individual interest.



(3) Group activity training sessions based on curriculum related to the intellect or to a talent.

RESULTS

The changes brought about have resulted in strong communication between the home, the school, and the student. The special programs for gifted and talented have resulted in evidence that student needs are now being met in ways not possible in the former style of programming.

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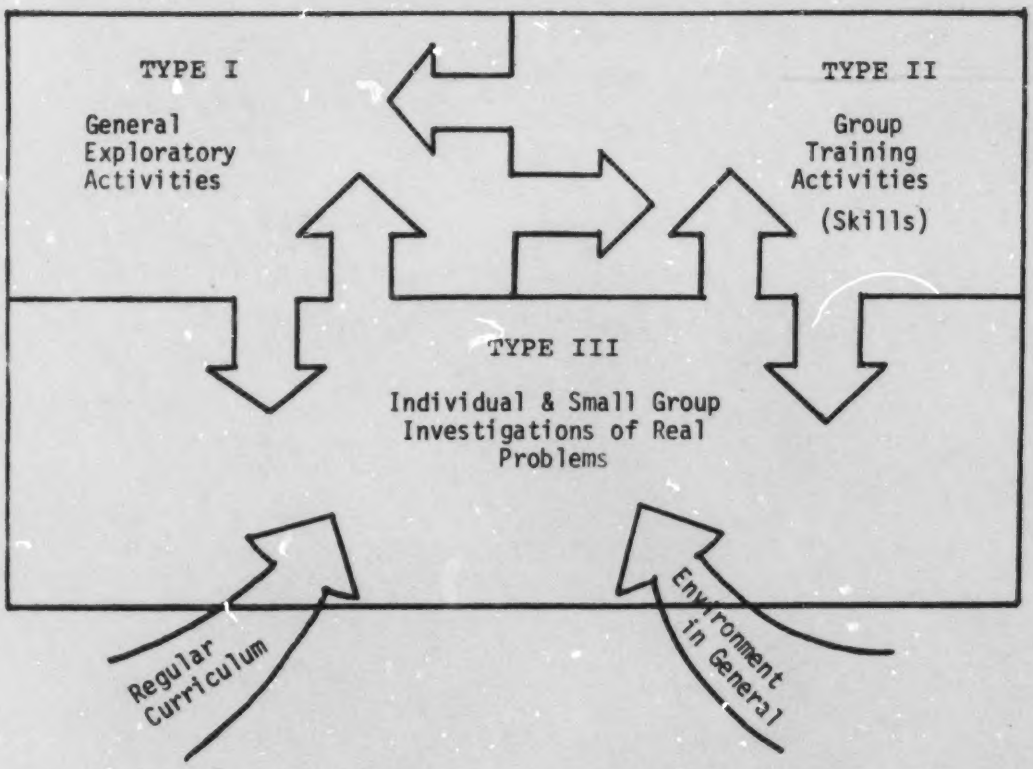
FRAMEWORK FOR PROGRAM CONTENT

Provision for the student (i.e. the three basic management options) are only the beginning of the effort. The Program Contents is the framework for developing appropriate student activities.

The Program Content Framework is structured according to the Renzulli Enrichment Triad Model* which ad-

THE ENRICHMENT TRIAD MODEL



vances the theory that all students, including Gifted & Talented, should receive Exploratory Activities, which open new doors of experience, Group Training to develop various skills such as higher levels of thinking, divergent production, critical thinking, and problem solving. The role of the Gifted & Talented student, therefore, is to excel in the application of the above mentioned knowledge and skills to the investigation of real problems in an exceptionally productive way.

*Joseph S. Renzulli, University of Connecticut, Creative Learning Press, 530 Silas Deane Highway, Wethersfield, Connecticut 06109

ABOUT THE HANDBOOK

A handy dandy how-to book for developing G/T programs in rural schools.

This handbook provides a system or the "machinery" to expedite beginning and operating programs for gifted/talented students in rural schools. The use of this system develops programs in which changes and growth in gifted students may be measured in terms of long range goals and objectives. Short term objectives relating to a fragmented curriculum and concerned only with isolated areas of study such as critical thinking or problem solving have been the usual fare for gifted students. Such isolated areas are often stated in objectives which neglect consideration of skills needed for productive long term growth in the real world.

The system considers the following:

What can each school provide for gifted students (such as, "pull-out" programs, individual projects, college for kids) within the general context of the school operation, considering such limitations as location, physical plant, staff expertise, money, etc?

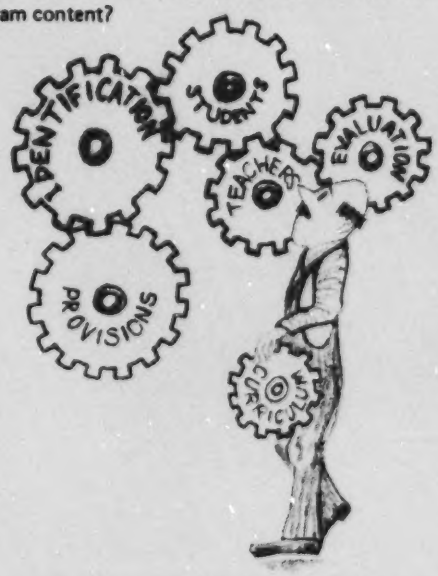
What program content, in terms of learning experience, is practical and productive for identified students according to the limitations of school provisions?

What special things must the staff (regular or specialists) know to provide adequate differentiated experiences in the various areas of gifted or talented as described in the program content?

After your student program planning committee has worked through the activities in this book, it will have the necessary information to complete three major steps in providing an individual program for students:

1. Program Option Form (See page)
2. Student Planning Sheet (See page)
3. Plan Monitoring Form (See page)

Eight major issues are delineated in the system for developing such programs: Identification of Students, Determining Student Needs, Identification of Instructional Staff, Staff Training, Program Alternatives, Curriculum Design, Evaluation, and Revision Procedures. For schools which do not have the time and resources for "reinventing the G/T program wheel," the "machinery" includes methods of operation.



The "machinery" includes methods of operation.

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The program model provides examples of operational procedures.

It must be emphasized that the system provides only MODELS for each of the procedures mentioned on the preceding page. Schools will revise the content of each "sample" to fit the appropriate situation. The Talent Inventory and other examples of various instruments used in the development of the Model have very limited field testing. Therefore, none of these materials purport to be the final answers to the issues.

The main purpose of the handbook, then, it to delineate each issue in the development of a good program and to provide an example of one way to deal with the issue.

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Major Program Components

IDENTIFYING STUDENTS

DETERMINING STUDENT NEEDS

IDENTIFYING INSTRUCTIONAL STAFF

STAFF TRAINING

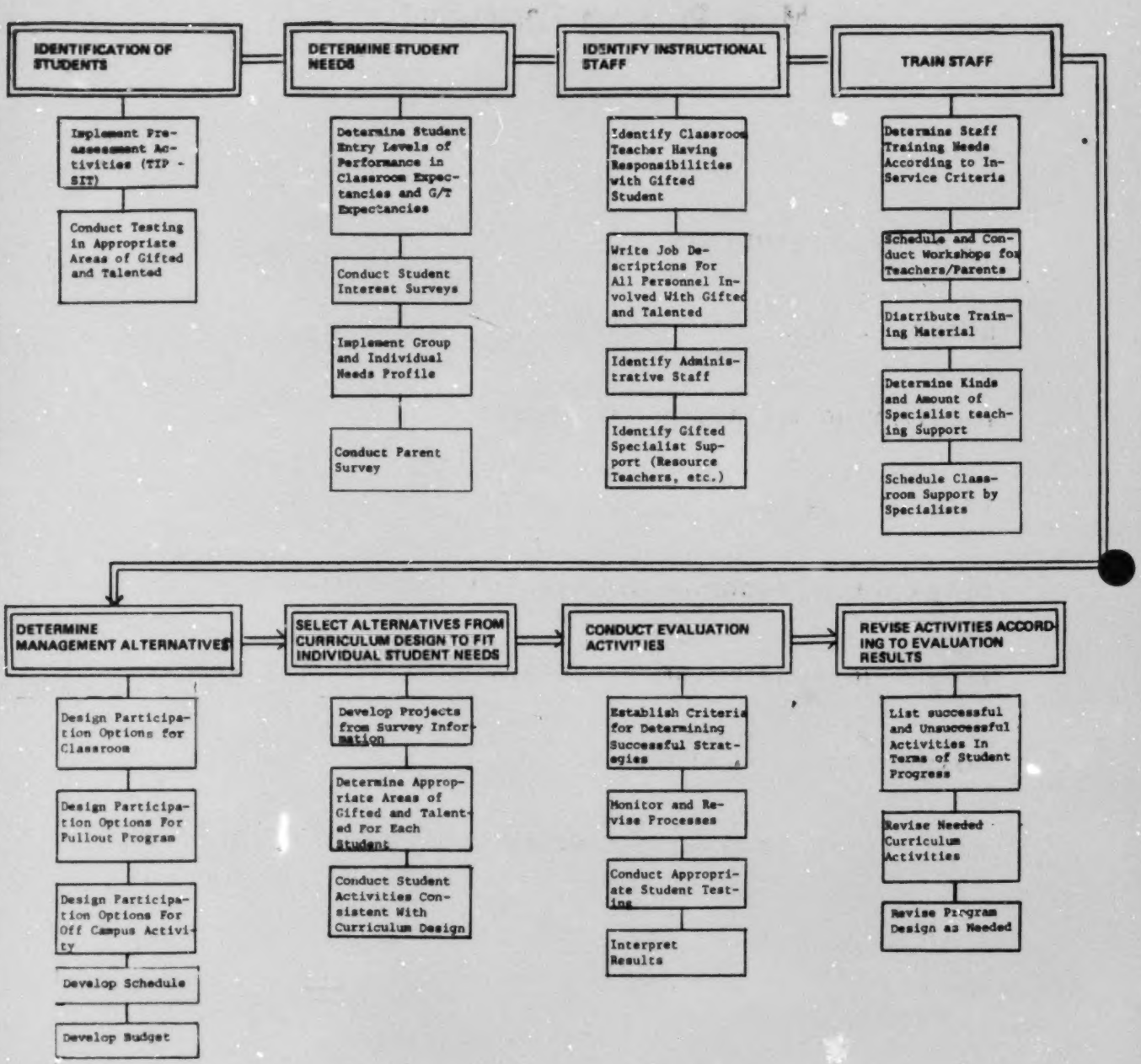
DETERMINING PROGRAM MANAGEMENT ALTERNATIVE

SELECTING CURRICULUM APPROPRIATE TO STUDENT NEEDS

CONDUCTING EVALUATION

REVISING PROGRAM ACCORDING TO EVALUATION RESULTS

MODEL FOR PROGRAM PROCESS


IDENTIFICATION OF STUDENTS
Implement Pre-assessment Activities (TIP - SIT)
Conduct Testing in Appropriate Areas of Gifted and Talented
DETERMINE STUDENT NEEDS
Determine Student Entry Levels of Performance in Classroom Expectancies and G/T Expectancies
Conduct Student Interest Surveys
Implement Group and Individual Needs Profile
Conduct Parent Survey
IDENTIFY INSTRUCTIONAL STAFF
Identify Classroom Teacher Having Responsibilities with Gifted Student
Write Job Descriptions For All Personnel Involved With Gifted and Talented
Identify Administrative Staff
Identify Gifted Specialist Support (Resource Teachers, etc.)
TRAIN STAFF
Determine Staff Training Needs According to In-Service Criteria
Schedule and Conduct Workshops for Teachers/Parents
Distribute Training Material
Determine Kinds and Amount of Specialist teaching Support
Schedule Classroom Support by Specialists
DETERMINE MANAGEMENT ALTERNATIVES
Design Participation Options for Classroom
Design Participation Options For Pullout Program
Design Participation Options For Off Campus Activity
Develop Schedule
Develop Budget
SELECT ALTERNATIVES FROM CURRICULUM DESIGN TO FIT INDIVIDUAL STUDENT NEEDS
Develop Projects from Survey Information
Determine Appropriate Areas of Gifted and Talented For Each Student
Conduct Student Activities Consistent With Curriculum Design
CONDUCT EVALUATION ACTIVITIES
Establish Criteria for Determining Successful Strategies
Monitor and Revise Processes
Conduct Appropriate Student Testing
Interpret Results
REVISE ACTIVITIES ACCORDING TO EVALUATION RESULTS
List successful and Unsuccessful Activities In Terms of Student Progress
Revise Needed Curriculum Activities
Revise Program Design as Needed

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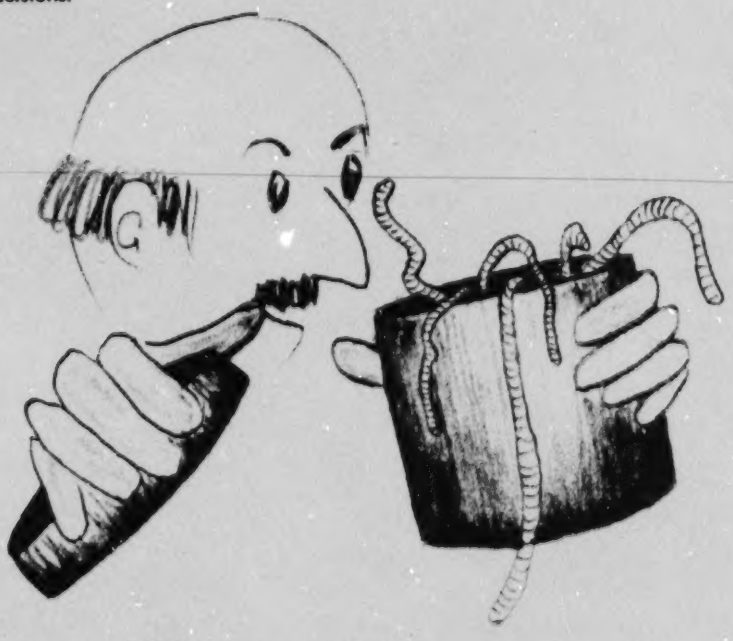
IMPLEMENTING THE PROCESS MODEL

The following sections provide detailed information, examples and forms for implementing each component of the Model as shown on the preceding page. Issues of implementation are listed at the beginning of each section in terms of, What to do, How to do it, Decisions to make, and What one must know to make the decisions.



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IDENTIFICATION OF STUDENTS

Identifying students to be served in the gifted/talented program can be so complicated and expensive that school districts may not get beyond this step without some special assistance.

The skillful pre-assessment of students by teachers and parents is essential before actual assessment instruments are administered. Staff and parent knowledge and training also clearly affect the use of the information acquired in the identification process. Therefore, the student identification component must be closely associated with the Staff Training Component if the total program is not to be "bogged down" by the identification process.

The following pages provide information about identification.

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IMPLEMENTING THE PROCESS MODEL (1)

WHAT TO DO	DECISIONS TO MAKE	HOW TO DO IT WHAT TO KNOW
IDENTIFICATION OF STUDENTS	WHOM TO SERVE?	
1. Implement Preassessment Activities (TIP - SIT)	1. How do we preassess the school population to find gifted and talented students?	1. Eight steps for teacher pre-assessment information on Page 9 TIP Scale on Page 10 SIT on Page 12 Talent Inventory on Page 18
2. Conduct Testing in Appropriate Areas of Gifted and Talented	2a. What tests will finalize identification? 2b. Who needs which part of the curriculum design?	2. WISC-R - See psychologist Stanford Binet - See psychologist

PRE-ASSESSING STUDENTS

At what point do G/T students begin to be identified from among the masses of students? The gifted student knows he is gifted, his parents know he's gifted, but the classroom teacher often shoulders the initial responsibility for official recognition of the student's eligibility for a special G/T program.

The following pages provide initial procedures for this phase of identification through (1) eight steps for tracking down G/T students, and (2) TIP Scale.

TRACKING DOWN GIFTED/TALENTED (G/T) STUDENTS

TEACHER IDENTIFICATION PROCESS FOR G/T STUDENTS

(Psychomotor, Creative/Productive, Leadership, Visual and Performing Arts, Academic Achievement, Intellectual Potential)

1. Teacher checks cum. folders in September or whenever a new child transfers into class to determine if the:

   A. Child has been successful in a special program before, related to any of the above areas of G/T.
   B. Child has had test scores that might indicate a high intellectual potential or special skill in any of the six G/T areas.
   C. Child has participated in special lessons, community events, or other activities that might indicate special talent.
   D. Comments of previous teachers indicate special strength in any of the six areas of G/T.
   E. Observation of child leads current teacher to suspect unusual ability in any of six areas of G/T.

   If any of the above are true, continue to Step 2.

2. Teacher or other professional assigned to do so directs one or more of the attached activities (or appropriate teacher-designed activities) in each of the six G/T areas. These activities were designed to allow students with high potential or talent to show their abilities.

   Continue to Step 3.

3. Teacher fills out TIP Scale for each student, indicating behavior during above activity and/or behavior observed at another time.

   If child scores at or above XXX, continue to Step 4.

4. Identification committee (consisting of school principal, classroom teacher, professional or resource person in that particular area of talent, and others as desired) review TIP Scale, test results, cum. folders, interviews, and other pertinent data to determine if child is talented in one or more areas.

   If so, continue to Step 5.

5. Committee contacts parents via phone call or letter, requesting conference. At conference, program options are explained. Parents decide whether or not to enroll student in program. If parents decide to enroll child, they complete the following forms:

   A. Parent permission for enrollment
   B. Parent permission for transportation
   C. Parent inventory (describing child and parental expectations for program)
   D. Parent volunteer form
   E. Parent driver's insurance form

6. Student completes Interest Survey.

7. Resource person meets with classroom teacher to discuss classroom teacher's expectations from GATE Program, classroom teacher's involvement in GATE Program, child's particular strengths/needs/interests in the area of talent.

8. Resource teacher reviews all pertinent data and creates appropriate program option for child.

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TIP SCALE
Teacher Indicator of Potential

I wish to recommend for consideration in the Gifted/Talented Program the following student:

Student Name _____ Date _____

Grade _____ School _____ Teacher _____

Please indicate how extensively the above student exhibits each of the characteristics on these pages. Indicate to what extent you have noticed the characteristics by circling the corresponding number as follows:

5 Consistently
4 Frequently
3 Occasionally
2 Seldom
1 Never

Circle only the one number which most closely corresponds with your observations.

5 4 3 2 1	1)	Relishes situations which require complex problem solving.
5 4 3 2 1	2)	Uses flexible approach to solution of problems.
5 4 3 2 1	3)	Understands complicated concepts and relationships.
5 4 3 2 1	4)	Possesses an unusual amount of general information for his age.
5 4 3 2 1	5)	Uses unusual words for his age in appropriate ways.
5 4 3 2 1	6)	Is looked to by others for decisions.
5 4 3 2 1	7)	Is able to realistically portray varied roles in story-telling or dramatic acting.
5 4 3 2 1	8)	Exhibits seemingly new or original ideas.
5 4 3 2 1	9)	Influences the activities of others.
5 4 3 2 1	10)	Is able to laugh at himself.
5 4 3 2 1	11)	Demonstrates understanding of concepts beyond his age level.
5 4 3 2 1	12)	Responds quickly when asked questions.
5 4 3 2 1	13)	Free of nervous tensions.
5 4 3 2 1	14)	Is able to articulate ideas fluently.
5 4 3 2 1	15)	Maintains many hobbies/interests/activities.
5 4 3 2 1	16)	Creates imaginative stories.
5 4 3 2 1	17)	Possesses high degree of common sense.
5 4 3 2 1	18)	Shows strong sense of right and wrong.
5 4 3 2 1	19)	Works on projects, problems, without adult supervision.
5 4 3 2 1	20)	Remembers facts accurately without special effort.
5 4 3 2 1	21)	Achieves good grades consistently.
5 4 3 2 1	22)	Excellent and avid reader.
5 4 3 2 1	23)	Combines ideas/materials in unique ways.
5 4 3 2 1	24)	Does things his own way.
5 4 3 2 1	25)	Organizes/coordinates the activities of peers.
5 4 3 2 1	26)	Eager to try new activities.
5 4 3 2 1	27)	Appears cheerful and happy.
5 4 3 2 1	28)	Approaches all tasks in logical manner.
5 4 3 2 1	29)	Probes beyond "how" and "what" to the "why" in his questioning.
5 4 3 2 1	30)	Self-confident.
5 4 3 2 1	31)	Creates products of unusual character or quality.

Indicate any significant characteristics (i.e., particular strengths, weaknesses, and interests) that would be helpful in determining program focus for this student.

_____

_____

_____

_____

_____

_____

_____

Total Score _____

Developed by John Piper, Ph.D
GIFTED RESOURCE CENTER, San Mateo Co. Schools
A Title III ESEA Project (4/15/74)

SORTING OUT IQ AND TALENT

When some students have been tracked down and tagged "possible further assessment," it is then necessary to determine the number of students who demonstrate a potential for exceptionally high IQ or a special ability in Academic Achievement and/or other areas of talent.

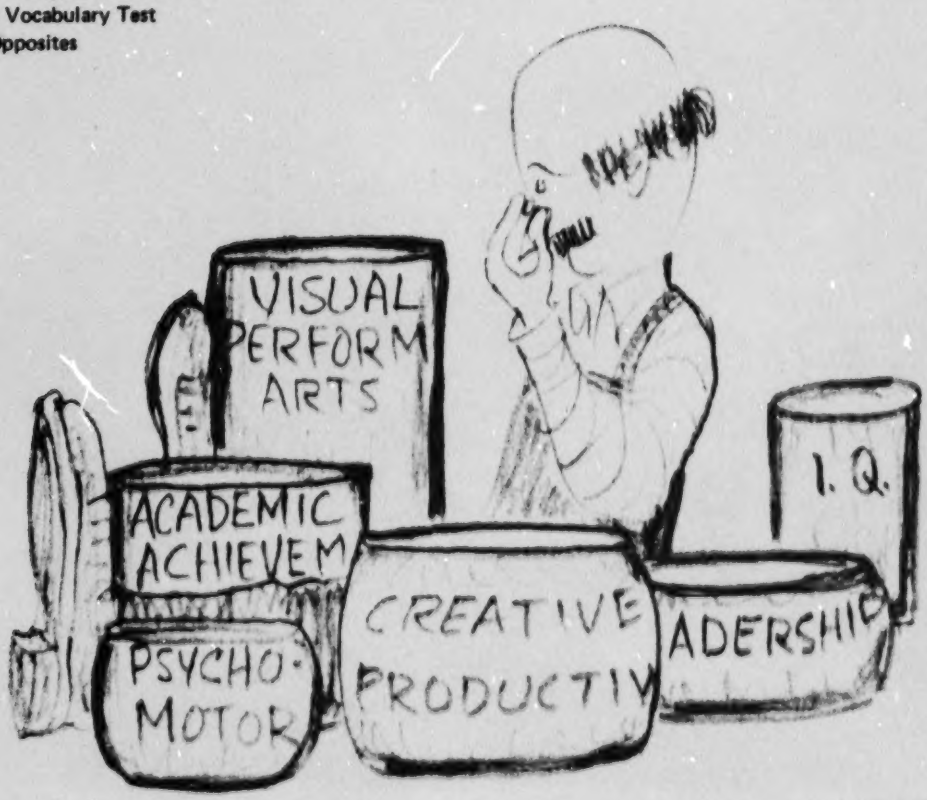
Because the final determination of IQ requires very lengthy, individual testing by a psychologist, it is advisable to administer an instrument which will provide further indication of IQ without the expense of a psychologist, and without expending large amounts of time by the student and regular teachers on the staff.

Instruments which can be administered by a classroom teacher or trained adult in a short time to determine possible exceptional IQ levels are:

Slossen Intelligence Test (SIT)
Peabody Vocabulary Test
Verbal Opposites

These tests are heavily weighted toward vocabulary and/or verbal development and may be detrimental in identification of culturally disadvantaged or very shy students whose IQ may be hidden in entirely verbal situations. Their value is in screening a majority of students toward success in a full scale intelligence test. This program determined, for example, that a "cut off" point of a score of 135 on SIT had a high correlation with the measure of 132 on Stanford Binet or Wechsler. However, further recommendations by teachers and parents based on other pre-assessment activity merited full scale IQ tests for some students who scored below 135 on SIT.

Special talents among students may be determined by the Talent Inventory on the following pages.



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all program participants go thru this for more info-

TALENT IDENTIFICATION INVENTORY

Model Project/Gifted and Talented
For Rural Schools
Margaret Humphrey, Director

The gifted students' evaluation instrument has been designed to monitor the progress of students who are participants in the Model Project For Implementing A Program For Gifted And Talented In Rural Schools in Shasta County School Districts. It is through this instrument that not only the progress of the students, but additionally, the success of the project will be determined. The evaluations that participating teachers make will not only have implications for the students being rated, but also will affect the course of the entire project. For both of these reasons, evaluations should be taken very seriously and given considerable thought.

Each student under your supervision who is a participant in the gifted student program should be given both a "pre" and a "post" assessment. The pre-program assessment should be conducted either prior to the student entering into the program, at a point where the student is moving into a new phase, or at a natural juncture in the academic year (e.g., change in grade level or semester break). The post-assessment should be given to each student at the end of a natural sequence of instruction or program change. The intention here is to gather information on the progress the student has been making and/or changes in performance over a certain period of time. In order to make casual inferences (the determination that the change in performance is the result of the program or the activities in which the student has been engaging), performance must be measured at the beginning and end of a tretment phase.

The students will be evaluated on six traits of gifted behavior. Under four of these six traits there will be eight specific items which are characteristic of the gifted trait. Respond to each of the eight items both in terms of: (a) the frequency of the behavior, and (b) the quality of the behavior by placing an "x" in the appropriate box. On the last two traits, place "x's" in the appropriate box(es) which describe the child.

It is important that, when making these assessments, you attempt to remain as objective as is possible. The evaluation should only be based on the specific trait you are responding to and not other aspects of the student's behavior and personality. Also, it is most important on the post-assessment that the manner in which you responded to the pre-assessment is disregarded. You should be reacting to the post-assessment as if the pre-assessment had never taken place.

If possible, at the time when you are making both the pre- and post-assessments, relevant documentation on the progress of the student during the evaluation period should be available. This information may be in form of written progress reports or actual indicators of the student's progress.

Finally, the designation of the valuation period is very important. If possible, the determination of the dates when both the pre- and post-assessments will be given should be established ahead of time. If this is not possible, then the period should reflect the beginning and ending of some specific developmental project. Records should be kept on the dates when the various evaluations have been made for each student.

BEST COPY AVAILABLE

INSTRUCTIONS FOR COMPLETION OF THE INSTRUMENT

This instrument has been developed for the evaluation of gifted students in six separate, although somewhat related, categories of performance. The six categories which will be included are:

(a) Creative Productivity
(b) Psychomotor
(c) Visual and Performing Arts
(d) Leadership
(e) Academic Achievement
(f) Intellectual Potential

In each of four categories (a-d), you will be responding to a set of questions which monitor the frequency and quality of the students' performances.

Frequency: This refers to the number of behaviors which are observed in the student's total range of behaviors

Quality: This characteristic refers to the overall level of excellence of the student's behaviors as described in terms of the statement attached to each of the areas of talent and giftedness

When evaluating each of the students in the two dimensions of behavior discussed above, you should keep in mind the "reference" group of the student. Here, "reference" refers to the total population of all students (gifted and non-gifted) with whom you have worked.

In each of these four categories, there is provided a brief definition of the category and several behaviors which are normally descriptive of students who are viewed as gifted in this trait.

Please mark on the class score card your assessment of the frequency and quality of the ratee's performances to each sub-item. If you have not had the opportunity to observe the ratee in this category of behavior, first observe the student with respect to that particular behavior and then respond to the item.

The percentages marked will indicate that you believe the student is among the top 1% or 2% or 5% or etc., of the reference group.

SAMPLE:

2. The student takes advantage of an opportunity or favorite situation.

	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	
FREQUENCY																QUALITY

Student's Name _____

IDENTIFICATION OF GIFTED AND TALENTED

Instructions to Teachers:

Some of your students are gifted or talented in some way. The following procedure will assist in the use of the attached scale:

Step 1. On a single sheet of paper, list the names of students in your class who seem talented in one or more of the following categories:

(a) Creative Productivity
(The student's ability to engage in resourceful, productive, and sometimes non-traditional behavior and thinking)

(b) Psychomotor
(The student has an advanced ability to coordinate mental and physical skills)

(c) Visual or Performing Arts
(The student's ability to effectively use a particular visual or performing media for self-expression or enjoyment)

(d) Leadership
(The student's ability to organize and productively control the behaviors and emotions of others)

In categories (e) Academic Achievement and (f) Intellectual Potential, please respond from test data available.

Step 2. Put one name on each test booklet.

Step 3. Look at each item in the test booklet and mark the percentage which is appropriate for each item.

Step 4. On the Individual Profile Sheet, write the number which corresponds to each marked percentage for each item.

Example:

1	2	3	4	5	6	7
TOP	TOP	TOP	TOP	TOP	TOP	LOWER
1%	2%	5%	10%	25%	50%	50%

Item	F	Q
1.	3	___
2.	___	___

Step 5. On the Individual Profile Sheet, place the total points for the sixteen (16) items in the box at the right. Divide by sixteen (16) to determine the average for each box.

CREATIVE/PRODUCTIVE

Definition: The student's ability to engage in resourceful, productive, and sometimes non-traditional behavior and thinking.

Items:

	1	2	3	4	5	6	7			1	2	3	4	5	6	7	
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	1. The student is aware of the contributions of others.	QUALITY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	2. The student takes advantage of an opportunity or favorable situation.	QUALITY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	3. The student normally engages in planning prior to task accomplishment.	QUALITY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	4. The student participates in complex and creative problem solving.	QUALITY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	5. The student asks unusual, although productive questions.	QUALITY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	6. The student many times invents activities in order to consume idle time.	QUALITY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	7. The student is resourceful.	QUALITY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	8. The student enjoys and participates is problem identification.	QUALITY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY

PSYCHOMOTOR

Definition: The student has an advanced ability to coordinate mental and physical skills.

Items:

	1	2	3	4	5	6	7			1	2	3	4	5	6	7	
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	1.	The student seems unusually dexterous with regard to mechanical assembly and small craft activities.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	2.	The student seems highly motivated to engage in athletic and gaming activities.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	3.	The student seems to achieve peer recognition for athletic ability.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	4.	The student is particularly creative with respect to invention or modification of sports and game activities.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	5.	The student demonstrates unusual physical capabilities (e.g. strength, balance, endurance, etc.).	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	6.	The student performs coordinative acts which are clearly beyond normal ability.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	7.	The student seems to be very comfortable and well adapted to physical activities.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	8.	The student originates, produces, and performs psychomotor movements or activities in a creative or unique manner.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY

VISUAL AND PERFORMING ARTS

Definition: The student's ability to effectively use a particular visual or performing media for self expression or enjoyment.

Items:

	1	2	3	4	5	6	7			1	2	3	4	5	6	7	
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	1. The student seems to enjoy and solicit audience response from their use of a particular media.		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	2. The student seems to have almost instinctual psychomotor fluency with a particular media.		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	3. The student responds positively to the esthetic use of music, art, poetry, etc.		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	4. The student seems appreciative of the abilities of others with respect to the use of a particular media.		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	5. The student enjoys experimentation with a particular media.		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	6. The student seems capable of manipulation of an audience response.		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	7. The student has a strong command of a particular media.		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	8. The student is enthusiastic with respect to working with a particular media.		TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY

LEADERSHIP

Definition: The student's ability to organize and productively control the behaviors and emotions of others.

Items:

	1	2	3	4	5	6	7			1	2	3	4	5	6	7	
FEQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	1.	The student's peers seek him/her out for guidance and support in activities.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	2.	The student is both calculative and risk-taking in his/her actions.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	3.	The student has a keen ability to focus on the essence of difficult problems.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	4.	The student tends to take an active role in classroom or group centered activities.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	5.	The student voluntarily provides others with guidance and direction toward the accomplishment of school and related activities.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	6.	The student is able to incorporate others into their activities.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	7.	The student demonstrates a high degree of self-confidence.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY
FREQUENCY	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	8.	The student is a very capable decision maker.	TOP 1%	TOP 2%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	LOWER 50%	QUALITY

ACADEMIC ACHIEVEMENT

Definition: The student demonstrates long-term and proficient academic achievement in a particular concentration area.

In each of the sub-categories below, indicate, by placing an X in the appropriate box, the academic placement of the student.

ACADEMIC CATEGORY

Placement Level	Math	Reading/ Language	Science	Humanities
1. The student's performance is over 37 months above grade level.				
2. The student's performance is 30 to 37 months above grade level.				
3. The student's performance is 24 to 29 months above grade level.				
4. The student's performance is 19 to 23 months above grade level.				
5. The student's performance is 11 to 18 months above grade level.				
6. The student's performance is 1 to 10 months above grade level.				
7. The student's performance is at or below grade level.				

INTELLECTUAL POTENTIAL

Definition: The student demonstrates a high potential for learning and general academic achievement.

The student's measured IQ is (check one):

- 150 or over ☐
- 140 to 149 ☐
- 133 to 139 ☐
- 126 to 132 ☐
- 114 to 125 ☐
- 101 to 113 ☐
- 100 or less ☐

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INDIVIDUAL PROFILE

NAME _____

(a) CREATIVE PRODUCTIVITY

Item	F	Q	Item	F	Q
1.	___	___	5.	___	___
2.	___	___	6.	___	___
3.	___	___	7.	___	___
4.	___	___	8.	___	___

Total Points _____ ÷ 16 = _____

Average _____

(b) PSYCHOMOTOR

Item	F	Q	Item	F	Q
1.	___	___	5.	___	___
2.	___	___	6.	___	___
3.	___	___	7.	___	___
4.	___	___	8.	___	___

Total Points _____ ÷ 16 = _____

Average _____

(c) VISUAL AND PERFORMING ARTS

Item	F	Q	Item	F	Q
1.	___	___	5.	___	___
2.	___	___	6.	___	___
3.	___	___	7.	___	___
4.	___	___	8.	___	___

Total Points _____ ÷ 16 = _____

Average _____

(d) LEADERSHIP

Item	F	Q	Item	F	Q
1.	___	___	5.	___	___
2.	___	___	6.	___	___
3.	___	___	7.	___	___
4.	___	___	8.	___	___

Total Points _____ ÷ 16 = _____

Average

(e) ACADEMIC ACHIEVEMENT _____ _____ _____ _____

Total Points _____ ÷ 4 or 3 or 2 = _____

Average _____

(f) INTELLECTUAL POTENTIAL _____

Total Points _____ ÷ 1 = _____

Average _____

Average score in category of 3.0 or below = talentedness

Rationale for Determining Talentedness

For intellectual potential, the state definition of giftedness is an I.Q. of 132 or above; i.e., the third score category on our scale. Likewise, the project's definition of talentedness in a category relates to the same percentile classification of children; i.e., an average score on all items in each category in the third score category in our scale.

FINAL DETERMINATION OF IQ SCORES

During the development of this model, final testing for IQ has required the use of Stanford-Binet or Wechsler Intelligence Scale for Children–Revised. Those tests met requirements of the Mentally Gifted Minors Program of the California State Department of Education. Students who scored above the 98th percentile on WISC-R or Stanford-Binet tests qualified for MGM funds, and were sometimes programed along with students who were identified in one or more of the five talents as described in the Student Program Plan.

For successful operation of this system, results of final testing are used for prescriptive purposes as well as for identification.

Analysis of the WISC-R subtest scores, or Stanford-Binet subtests as developed by Mary Meeker, provides a profile demonstrating relative strengths and weaknesses in the intellect.

Therefore, prescriptions may be devised to enhance strengths and improve weaknesses of student intellect.

The following rationale by Mrs. Wanda Arbuckle describes these issues.

RATIONALE: SUBTESTS WISC – R

by
Wanda Arbuckle

To best serve the specific target population of the Gifted and Talented, it is necessary to set individual criteria based on individual needs as indicated by the areas shown in the measuring of the intellect. For those who show great variance within this measurement, provision must be made to provide experiences to enable each child to reach his possible maximum potential.

An early diagnostic analysis of the development, or lack of development, in the intellectual areas measured is most imperative. A program should then be set to give the child the experiences to develop those skills that have not uniformly developed. Experience has shown that the depressed areas (usually less than 1/3 of the areas measured) are not a lack of intellect, but rather a lack of opportunity to develop the necessary skills. Children who quality for the Gifted and Talented Program should not be limited, due to specific lacks in their development, from attaining their true potential.

The training of personnel to become knowledgeable about prescriptive analysis, the implications and steps toward implementation of the procedure falls within the reading of the accompanying instructions, together with the examination of the results of a speciman of intellectual measurements as recorded on an individual profile sheet. Training procedures in the areas of conceptualization, symbol manipulation, sequencing, as well as non-sequential skills are included as an aid in developing these specific lacks.

All experiences and/or activities can be implemented into a total class program to the benefit of the total class development. The activities listed must necessarily be limited, but there are no limitations on the ingenuity of the teacher or students. The recorded activities listed herein should be used merely as guidelines and can be incorporated into areas presented in the curriculum. For true value, the training should be consistent and should continue until the student has achieved a high degree of success.

Evaluation, through retesting in these specific areas, should be made following the program to ascertain the degree of change within the child's intellectual abilities. There are no known measurements to show the impact on the child's future, but there can be strong predictions toward ensuring each one a fuller and richer life.

In Almy's New Views on Intellectual Development in Early Childhood Education, we read, ". . . intelligence, rather than being fixed by genetic factors at birth, emerges as it is nurtured. Each stage of development carries with it possibilities of the acquisition of new abilities, new ways of processing information. Unless each of these abilities is sufficiently exercised as it emerges, it will not develop fully and it will contribute little if at all to the demands of the next stage." This truth should be self-evident at any stage of intellectual development.

ANALYZING RESULTS OF INTELLECTUAL TESTING

Guilford and Strang have given us guidelines as to what is measured in the specific tasks required in the testing of the intellect. Guilford has accomplished for the Binet what was earlier done by Strang for the Weschler and which was presented by her as early as 1967.

Strang's classification of groupings that measure specific areas of intelligence as measured by the Weschler include perception, organization and anticipation. Scores on subtests that group to measure the level of conceptualization are similarities, vocabulary and comprehension. Groupings of the arithmetic, information and digit span scores measure ability in symbol manipulation. Scores in coding, picture arrangement and digit span group to measure ability in sequencing. Ability in the non-sequential spatial skills is measured by the grouping of the scores obtained on picture completion and object assembly.

Guilford's breakdown of specific areas as measured by the Binet include General Comprehension, Visual-Motor Ability (includes Perception and Coordination), Arithmetic Reasoning, Memory and Concentration, Vocabulary and Verbal Fluency, Judgement and Reasoning.

It is necessary that an individual profile sheet of an identified child be given to the teacher in order for her to choose activities to ensure specific training in the needed areas. Listings of suggested activities for both primary and upper grades are included with the profile sheet.

Name _____ Date _____ Verbal _____ Perf. _____ F. S. _____ C. A. _____ M. A. _____

Birthdate _____
Reading _____
Spelling _____
Arithmetic _____

		Percentile			1	3	8	16	27	50	68	83	95	97	99		Percentile
		Goaled	4	5	6	7	8	9	10	11	12	13	14	15	16		Score
	Perceptual grasp, auditory imagery																Dig.
Perceiving	Concentration, effortful perceiving																Arith.
	Background information, perceptual past																Infor.
	Concept formation, logical thinking																B. D.
Organizing	Generalizing, concept relatedness																Sim.
	Common sense, conceptual cliches																Comp.
	Grasp of sequence, social relatedness																P. A.
Anticipation	Observation, social awareness																P. C.
	Awareness of conventional forms																O. A.
	Language, verbal facility																Vocab.
	Eye-hand, small motor ease																Code
	Visual planning																Maze

W.I.S.C. Subtest Groupings from: Violet Sprainge, Psychologist, H.C.S.N.H.C., San Francisco

		Scaled Score	I.Q. Range
I.	CONCEPTUALIZATION		
	Similarities	_____	
	Vocabulary	_____	_____
	Comprehension	_____	
II.	SYMBOL MANIPULATION		
	Information	_____	
	Arithmetic	_____	_____
	Digit Span	_____	

		Scaled Score	I.Q. Range
III.	NON-SEQUENTIAL SPATIAL		
	Picture Completion	_____	
	Block Design	_____	_____
	Object Assembly	_____	
IV.	SEQUENCING		
	Digit Span	_____	
	Picture Arrangement	_____	_____
	Coding	_____	

PSYCHOMETRIC REPORT

Wanda Rector Arbuckle

Name _____

Verbal Scale Subtests	Scaled Score Mean is 10	Performance Scale Subtests	Scaled Score Mean is 10
Information: Information gained from experience and education; intellectual effort; alertness to world around him. (Symbol Manipulation)	P. _____	Picture Completion: Visual alertness and Organization; ability to recognize essential details; contact with reality. (Non-Sequential Spatial Tests)	A. _____
Comprehension: Practical knowledge and social judgement; anticipating and judging consequences; (poor verbalizers often score low.) (Conceptualizing)	O. _____	Picture Arrangement: Non-verbal judgement; anticipation; planning through use of essential pictured clues; responsiveness to interpersonal relationships. (Sequencing)	A. _____
Arithmetic: Concentration and arithmetic reasoning; specific school learning; mental alertness. (Symbol Manipulation)	P. _____	Block Design: Best single non-language test. Analysis and reproduction of abstract designs; logical insight into space relationships; visual-motor perception and coordination. (Non-Sequential Spatial tests)	O. _____
Similarities: Ability to recognize (& describe) essential relationships between objects or ideas, i.e. verbal concept formation; concrete vs. abstract kinds of thinking. (Conceptualizing)	O. _____	Object Assembly: Seeing relationship of parts to the whole in a familiar configuration; carefulness & persistence at a task; critical appraisal of small details. (Non-Sequential Spatial tests)	A. _____
Vocabulary: Best single measure of verbal intelligence and learning ability; cultural environment reflected; potentiality for dealing with symbols; quality and character of thought procession. (Conceptualizing)	_____	Coding: Speed of motor-visual reaction and association of symbols; ability to learn an unfamiliar task. (Sequencing)	_____

ALTERNATE TESTS

Memory Span for Digits: Attention and auditory memory; self-control; (low score indicates tension.) (Sequencing, Symbol Manipulation)	_____	Mazes: Foresight; planning and following a visual pattern.	_____

Interpretations and Recommendations:

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FUNCTIONS AND TRAINING PROCEDURES FOR SUB-TESTS WECHSLER INTELLIGENCE SCALE FOR CHILDREN

VERBAL TESTS

Score	Subtest Name	Functions Covered	Training Procedures
___	Verbal: Information	Fund and range of information tapped; depends heavily on child's background; may be low because the child can't take in or give out information. Index to how observant, interested or experienced child is in world.	Heighten awareness of things. Encourage questions to be asked and answered by children. Teach an interest in knowledge for it's own sake - use of atlas, dictionary, almanac, etc., to answer questions on the spot.
___	Verbal: Similarities	Concept formation, ability to generalize from experience. Concepts may be formed at different levels; abstract, perceptual, functional.	All sorting tasks where principle is named - Work with differences, and similarities, always with the principle verbalized.
___	Verbal: Arithmetic	Ability to concentrate and attend. Ability to perform mental operations; maintain information and work with it without concrete aids. Quantity	Give problems which child must solve without writing information down (not just arithmetic problems). Repeat a series of sounds or words or phrases, games which more and more ideas are added on (related to ITPA auditory sequencing and decoding).
___	Verbal: Comprehension	Understanding of underlying reasons for things we do every day. Social Judgment, knowledge and experience important. Practical intelligence. Index to how socially experienced and "sensible" a child is.	Help children know reasons for rules. Reasoning exercises from experience. Problem solving games; teacher presents problems, child devises solutions and evaluates their quality.
___	Verbal: Vocabulary	Highly correlated with information. Depends heavily on background in the home. This is expressive vocabulary and differs from understanding of meanings.	Dictionary work with emphasis on how to define words and express meanings.
___	Verbal: Digit Span	Forward: Attention, ability to maintain an auditory sequence Background: Attention; ability to make mental manipulations.	Repeat a series of sounds, words, phrases, games in which more and more ideas are added on. Games where words, pictures, etc., are to be retained in reverse. Can vary this, change 1st unit to last.

FUNCTIONS AND TRAINING PROCEDURES FOR SUB-TESTS OF WISC-R

PERFORMANCE TEST

Score	Subject Name	Functions Covered	Training Procedures
___	Performance: Picture Completion	Ability to visualize the object and compare with picture: Logical reasoning may be a factor: may also be related to figure-ground perceptions.	Visualization, "finding" games, locating what's been changed in an array.
___	Performance: Picture Arrangement	Ability to think sequentially, ability to note detail pertaining to time. Ability to understand cause and effect relationships in human behavior.	Logical thinking in stories, retelling order of events in terms of time, cause and effect. Cut-up cartoons are good for training.
___	Performance: Block Design	Ability to analyze a pattern then re-synthesize it to construct in 3-dimensional space. Form constancy and spatial relationship of Frostig Test is also involved. Work habits involved - failure to recheck the model. Figure-ground perception.	Copy patterns with pegs, beads, marbles, puzzles. Description of spatial relationships of one object to another. Identify different objects or drawings at different distances and angles. Teach rechecking, maintaining idea of the task. Parquetry designs.
___	Performance: Object Assembly	Ability to organize one's approach around an idea or plan. Ability to synthesize a whole given the parts.	Puzzles - especially objects to assemble. Help children to plan ahead utilizing variety of cues. Teacher should attempt to help child change set, overcome perseveration.
___	Performance: Coding	Ability to substitute one symbol system for another. Ability to work well under pressure. Ability to eye-hand coordination.	Coding exercises. Speed tasks in general. Eye-motor training, arts and crafts. Manipulatory exercises. Physical Education program.
___	Performance: Mazes	Measures ability to plan ahead without making false starts and having to double back.	Logical sequencing activities are helpful. Encourage thinking before acting.

PRIMARY
INDIVIDUAL TRAINING PRESCRIPTION
To accompany the WECHSLER INTELLIGENCE SCALE FOR CHILDREN

Developed By
Wanda Rector Arbuckle

INFORMATION: _____	Take a walk on the school grounds. Have child tell what he sees right there and then. Question him to draw him out. If a leaf has fallen - its color, shape; is it curled and dry, etc. Then ask him, why? Rain puddles are good - anything, even the building, right as he observes. Do not tell him ever, but always listen and listen to him. Do not ask for the color, but ask, "Can you tell me anymore?" and, always ask, "Why is it like this?" Can later draw from his experiences, helping him to be specific by asking how or why.
VOCABULARY: _____	Often repeat back to him in your words what he has told you, but add some descriptive words to it (without calling this to his attention). Be sure when you repeat this, you say, "Let's see, you have just told me, _____. Is that right?" This makes it his, but helps him to develop expressive vocabulary.
COMPREHENSION: _____	Take him for a walk in the building, too. Tell him a rule - then ask him why? Constantly bombard him with why's -- if he can't think right then, do not tell him, but ask him to think about it and tell you tomorrow. When he can begin to do these things, then read and tell him parts of stories, and ask him what he thinks will happen. Then ask him why he thinks so. As he gains skill in this, ask him if he can think of other endings; then ask him why this could happen.
PICTURE ARRANGEMENT: _____	After he can handle the auditory input for developing skills to determine cause and effect, then give him visual tasks such as; cut-up cartoons to be placed in proper order to tell the story. Sometimes, use several cut-up cartoons of the same series; so that stories could have an alternate ending.
SIMILARITIES: _____	Provide many varieties of concrete objects. Ask, "How are they alike?" They may be blocks made of wood. How are they different? May be different as to size, shape or color. An assortment of kitchen ware may be alike because it's used to prepare food. There are many ways that it may be different. Give the child a large collection to sort and place in piles that are alike; that are different. Have him state why they are alike or why they are different. He may surprise you with relationships of which you had been unaware. This is another reason that he must tell you why. After much work with concrete objects and discovering relationships, he should be able to move on to hearing a variety of things named and responding verbally concerning the relationships. When he becomes successful in this, he should be able to see likeness and differences in words and much later to be able to see the relationships of words -- action words -- words that mean the same -- words that mean the opposite, etc.

PRIMARY
INDIVIDUAL TRAINING PRESCRIPTION
To accompany the WECHSLER INTELLIGENCE SCALE FOR CHILDREN

Developed By
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DIGIT SPAN:

The preceding skills also help develop the ability to concentrate and attend as well as maintain. This can be used with an individual or a small group. 1. Using a small box, go about the room selecting an article, and verbalize it, (I am putting this – in the box, and I'll add this, and now this). Make sure that you have the child's attention. Then, have him go about selecting the same articles to place in another box in the correct sequence. 2. Pretend to go to the market and each take turns to select something to put in the shopping cart. Each must state what was selected by the others in sequence, then add his. When a child can do this well with several articles, allow him to "unpack" the basket in sequence. This technique can be used in packing a lunch to go on a picnic; then unpacking the lunch. Any kind of trip is good for this, either by packing suitcases or cars. 3. Name a series of words to be repeated forwards. Use another series to be repeated backwards.

ARITHMETIC:

After child has learned to concentrate and attend as in the training set out for Digit Span, help him to extend this by giving him verbally, problems to be solved. Tell a simple story, then ask what specific action caused the story to have that ending. He must retain the facts in sequence, then break them down as to their impact on the result. Also, give him a series of words and have him tell you which is the middle word or words; which is the second word from the beginning word; which is the second word back from the ending word. Give any type of information where maintenance must be involved and where he must also select fact or facts that are meaningful as the answer to the question asked. When he is ready, begin with simple arithmetic problems, insisting that he mentally organize and state the answer.

PICTURE COMPLETION:

Have child look at the room, then step outside. Then change the placement of something gross - chair, etc. Next, try placement of objects on table. Again, have him check the placement, then turn his back. Start with something missing which you hold behind you. This teaches the child to really look. When this is mastered, have him "find" what has been changed in the placement of the articles. Gradually, he should be able to cope with more articles and perhaps two changes in placement. Next, cut up pictures where you can cut off an ear, leg or tail of an animal. Ask him what is missing. Then cut up the whole picture and have him try to piece it together. This can work with pictures of telephones, tables, etc. When he is able to do this, then have him find what word is missing in a sentence, then what words have been rearranged. Be sure to present the sentence correctly, cover it; have him turn his head while you make the change in the second same sentence. When he has given you the answer, expose the covered sentence and let him compare. This task is further refined by the use of words - with missing or rearranged letters,

PRIMARY
INDIVIDUAL TRAINING PRESCRIPTION
To accompany the WECHSLER INTELLIGENCE SCALE FOR CHILDREN

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OBJECT ASSEMBLY:

This training also implements that of the training for Picture Completion. Give cut-up pictures where, from the parts, the identity is possible. Have child name what he is putting together. Then have him do the placement of the parts into the whole. He should be helped to organize, rather than a trial and error solution. Question him if he seems to be fitting pieces rather than the concept. Do the legs go on top of the table? Do the leaves belong below the tree? The child should use clues other than the shape of the pieces. You may have to cue him until he learns this technique. This is different than a mere fitting together of pieces. These tasks also move from a single, simple item to pictures with more than one item in them.

BLOCK DESIGN:

Involve child, having him place his body in relationship to objects in the room - back of, in front of, under, over, then between, then group several objects with him inside, him outside. Have him group other like objects, with your grouping still in place, so that he can see to compare – with himself inside as he groups them around him, then have him stand outside and group them. Then you regroup so that he is in a different spatial relationship to specific objects within the grouping. Have him also turn himself so that the relationship in space changes. This leads into puzzle-type activities, and copying of patterns of assorted concrete objects - transfers space relationship to objects. Have him change himself to one side or behind where the pattern is placed, so that he is in a different spatial relationship to the pattern, and reproduce it. Lastly, have him reproduce the pattern on the side or upside down so that the pattern is in a different spatial relationship to him. Another task could involve identification of over-lapping geometric designs held at different distances and angles. Reproduction of cardboard parquetry designs is also good training, leaving the model, and insisting on a re-check of the model.

CODING:

Place different single objects in a row – place same objects some distance below but in greater number and in a different arrangement. Have him place finger on objects in sequence on lower row, then put finger on like object above. He can use the same hand or the other hand for pointing. After he has learned the game, use a stop-watch to record his time and have him practice to increase speed. After he has gained skill (be sure to change placement in both rows frequently), then use drawings of concrete objects, with simple symbol to stand for each object, using same type of procedure. He must draw the proper symbol below the picture. An aeroplane could carry a symbol, , a car, a for the wheel, or just any simple symbol. These should not be too complex at first. Then let him time himself on this and try to increase his speed of eye-hand coordination.

MAZES:

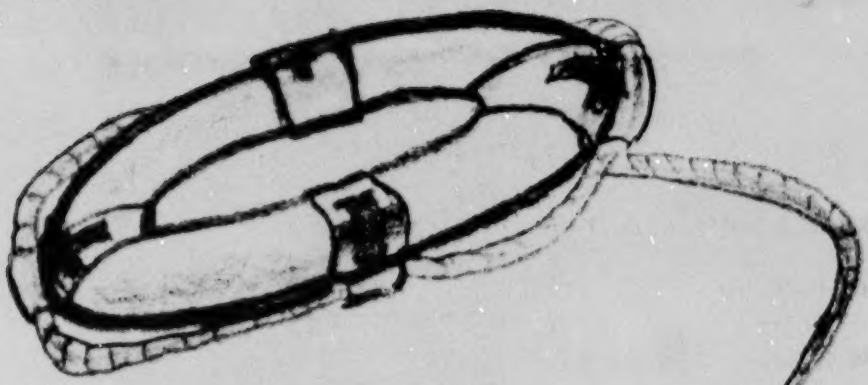
1. Place objects about; have him move from one point to another without going over or under. Change positions and kinds of objects, and starting and finishing points. 2. Use mazes on paper. Must not lift pencil from paper. Should learn to restart at error point rather than at beginning.

SUGGESTED TRAINING ACTIVITIES FOR STANFORD-BINET (L-M)

(not validated)

Wanda Rector Arbuckle

		Functions Covered	Training Procedures
____	General Comprehension	Understanding of underlying reasons for things we do every day. Social judgment, knowledge and experience important. Practical intelligence. Index to how socially experienced and "sensible" a child is.	Help children know reasons for rules. Reasoning exercised from experience. Problem solving games; teacher presents problems, child devises solutions and evaluates their quality.
____	Visual-Motor Ability (includes perception and coordination)	Ability to analyze a pattern, then Re-synthesize it to construct in 3-dimensional space. Form constancy and spatial relationship of Frostig Test is also involved. Work habits involved - failure to recheck the model. Figure-ground perception.	Copy patterns with pegs, beads, marbles, puzzles. Description of spatial relationships of one object or another. Identify different objects or drawings at different distances and angles. Teach rechecking, maintaining idea of the task. Parquetry Designs.
____	Arithmetic Reasoning	Ability to concentrate and attend. Ability to perform mental operations; maintain information and work with it without concrete aids. Quantity.	Give problems which child must solve without writing information down (not just arithmetic problems). Repeat a series of sounds or words or phrases, games which more and more ideas are added on (related to ITPA auditory sequencing and decoding).
____	Memory and Concentration	Forward: Attention, ability to maintain an auditory sequence. Backward: Attention; ability to make mental manipulations.	Repeat a series of sounds, words, phrases, games in which more and more ideas are added on. Games, words, pictures, etc., are retained in reverse. Can vary this, change first unit to last.
____	Vocabulary and Verbal Fluency	Highly correlated with information. Depends heavily on background in the home. This is expressive vocabulary and differs from understanding of meanings.	Dictionary work with emphasis on how to define words and express meanings.
____	Judgement and Reasoning	Ability to think sequentially, ability to note detail pertaining to time. Ability to understand cause and effect relationships in human behavior.	Logical thinking in stories, retelling order of events in terms of time, cause and effect. Cut-up cartoons are good for training.
		Ability to organize one's approach around an idea or plan. Ability to synthesize a whole given the parts.	Puzzles - especially objects to assemble. Help children to plan ahead, utilize variety of clues. Teacher should attempt to help child change set, overcome perseveration.

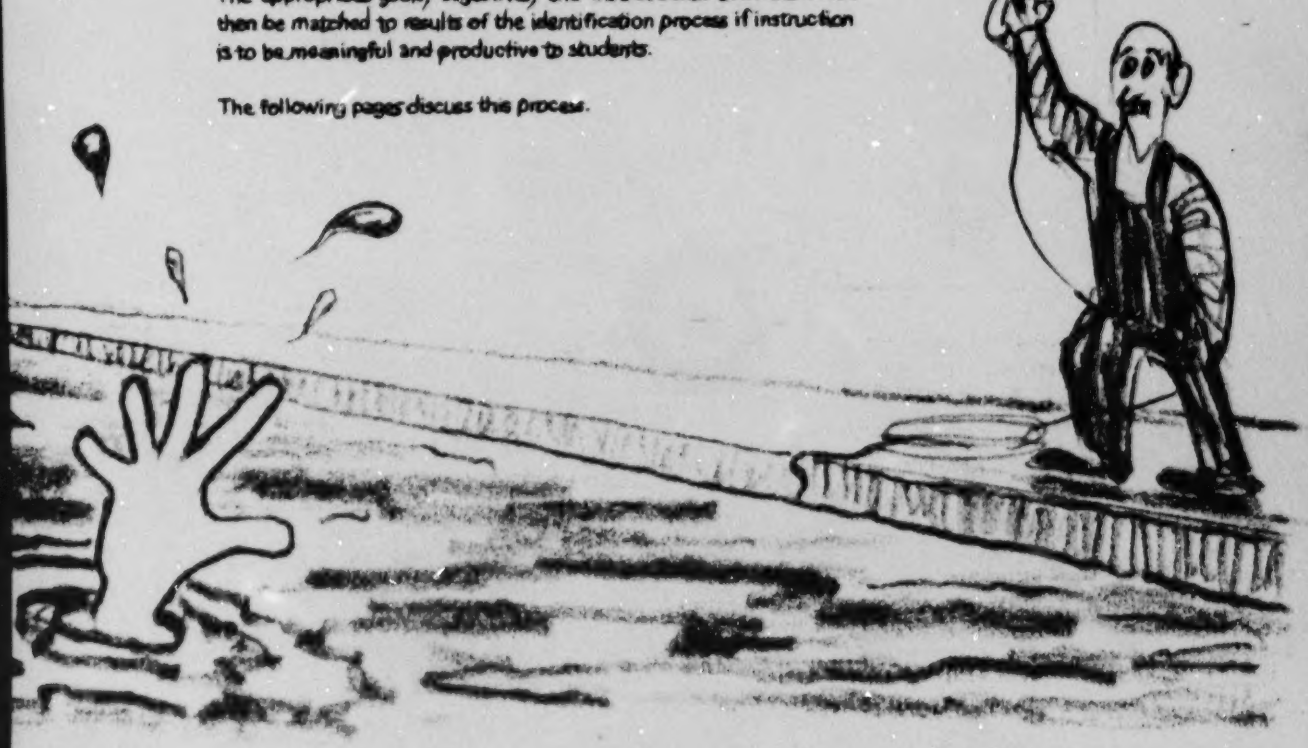


DETERMINE STUDENT NEEDS

Once the participating students have been identified, the decision makers must determine how the program will meet the individual needs of these students.

The appropriate goals, objectives, and instructional activities must then be matched to results of the identification process if instruction is to be meaningful and productive to students.

The following pages discuss this process.



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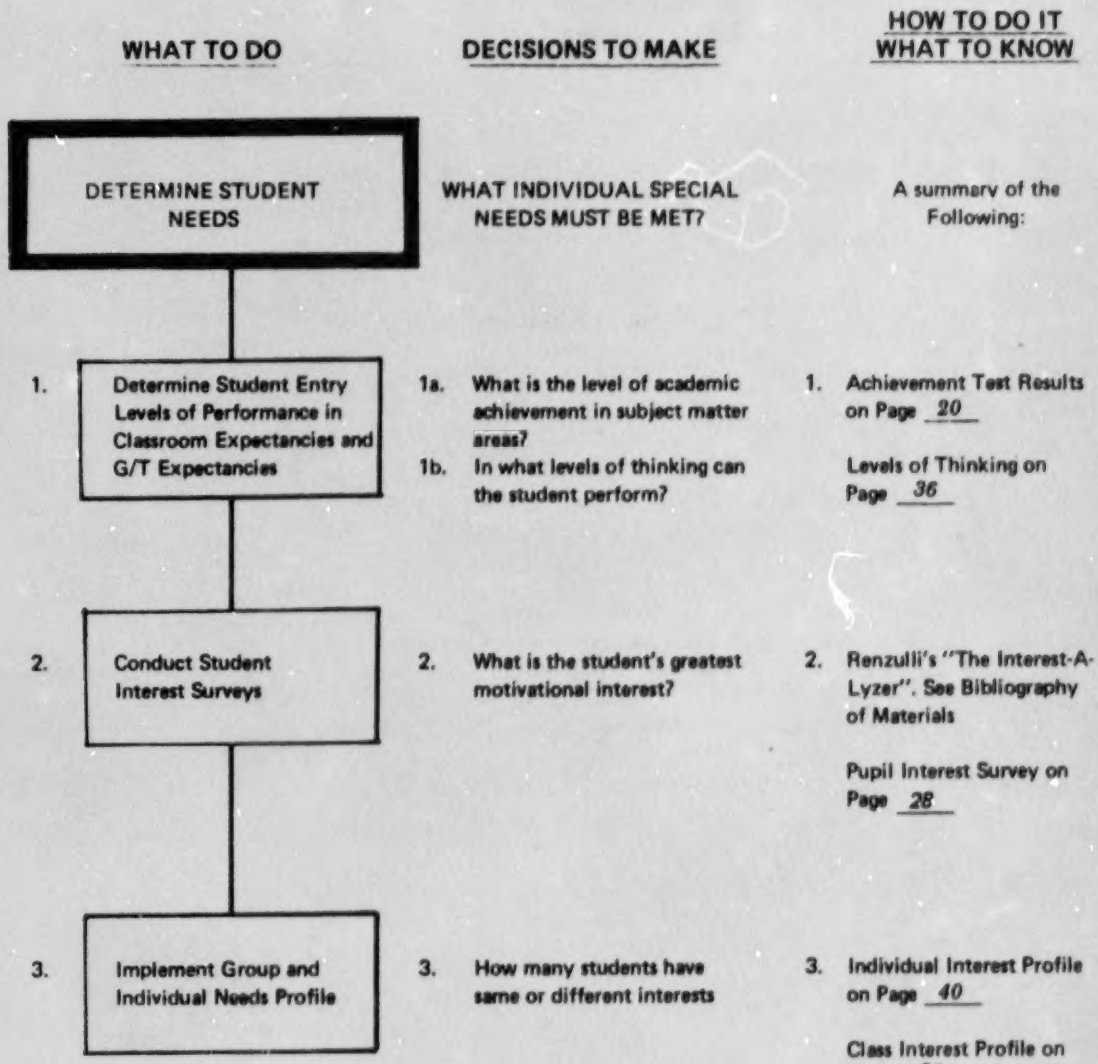
IMPLEMENTING THE PROCESS MODEL (2)


WHAT TO DO
DECISIONS TO MAKE
HOW TO DO IT
WHAT TO KNOW
DETERMINE STUDENT NEEDS
WHAT INDIVIDUAL SPECIAL NEEDS MUST BE MET?
A summary of the Following:
1.
Determine Student Entry Levels of Performance in Classroom Expectancies and G/T Expectancies
1a. What is the level of academic achievement in subject matter areas?
1b. In what levels of thinking can the student perform?
1. Achievement Test Results on Page 20
Levels of Thinking on Page 36
2.
Conduct Student Interest Surveys
2. What is the student's greatest motivational interest?
2. Renzulli's "The Interest-A-Lyzer". See Bibliography of Materials
Pupil Interest Survey on Page 28
3.
Implement Group and Individual Needs Profile
3. How many students have same or different interests
3. Individual Interest Profile on Page 40
Class Interest Profile on Page 39

TEACHER ASSESSMENT OF STUDENT LEVELS AND MODALITIES RELATED TO THINKING

Instructions: Mark a + or - in the squares that indicate the student's strength or weakness in a level or modality.

See the following page for a description of these levels and modalities.

STUDENT NAME

Thinking Mode

1. Observing	Ability to notice one or more attributes of objects, pictures, stories, etc.	Collect Data			
2. Recalling	Ability to recall specific data from something observed previously.				
3. Noticing Similarities	Ability to identify one or more similar attributes of two or more objects, events, etc.	Make Relationships			
4. Noticing Differences	Ability to identify one or more different attributes of two or more objects, events, etc.				
5. Ordering	Ability to order objects or events according to given attributes or criteria. "Which of these is biggest?"				
6. Grouping	Ability to put together several objects, pictures, events, etc., based on one or more common attribute.				
7. Concept Labeling	Ability to give a name or label to an item or a relationship among a group of items.				
8. Classifying	Ability to include items under a label or with others called by the same name.				
9. Concept Testing	Ability to differentiate between critical and optional attributes.				
10. Inferring Causes	Ability to make inferences about how one or more things caused something else.	Theorize or Predict			
11. Inferring Feelings	Ability to make inferences about how people feel in particular situations.				
12. Inferring Effects	Ability to make inferences about the variety of effects of one thing on other things.				
13. Concluding	Ability to draw conclusions about items or situations based on observations and inferences.				
14. Generalizations	Ability to extend conclusions about known situations to others like it.				
15. Questioning	Ability to ask pertinent questions about a new situation based on knowledge of similar situations.				
16. Anticipating	Ability to predict possible consequences to a new or changed situation based on knowledge of similar situations.				
17. Making Choices	Ability to make choices based on given criteria.				
		Level / Mode	Concrete	Representational	Abstract

"GATE" PUPIL INTEREST SURVEY

Date _____

1. Your full name _____
2. Your grade and school _____
3. What clubs or organizations do you belong to? _____
   _____
4. What lessons are you taking? _____
5. What after-school activities have you participated in (past and present)? _____
   _____
6. What special school activities have you participated in? _____
   _____
7. What do you like to do in your spare time? _____
   _____
8. What do you feel you do best? _____
9. List your hobbies _____
10. List other interests _____
11. What sports do you like? _____
12. What is your favorite family activity? _____
13. Where have you traveled outside California and when? _____
    _____
14. If you could have any job you wanted, what would you like to be or do? _____
    _____
15. What job do you think your parents would like you to have? _____
    _____
16. What are your favorite school subjects? _____
17. What do you like best about school? _____
18. What do you like least about school? _____
19. Is there anything you would like to change about school? _____
20. Would you like to take classes in any subject not offered at your school? _____
21. How would you describe yourself as a person? _____
    _____
22. In what ways would you like to change yourself? _____
    _____

PARENT INVENTORY

SHASTA COUNTY "GATE" (Gifted and Talented Education) PROGRAM

The information requested on this inventory will be helpful in providing appropriate experiences for your child. Your help in providing the information is appreciated. Please feel free to attach additional sheets if desired.

Pupil's name _____ Date _____

School _____ Birthdate _____ Grade _____

1. What do you feel are your child's strongest talents or skills? _____

_____

2. List any private lessons your child is taking or has taken _____

_____

3. List your child's hobbies or collections _____

4. What extra-curricular activities has your child participated in? _____

5. To what organizations does your child belong? _____

6. What problems or weaknesses does your child have? _____

7. What (if you are aware of any) are your child's educational and/or vocational aspirations at present? _____

_____

8. What activities occupy your child's time after school and weekends? (list hobbies, special lessons, recreation, TV, etc.) _____

9. What might your child choose to do with an hour of completely free time? _____

_____

10. Describe your child _____

_____

11. Father's occupation _____

12. Father's hobbies/interests _____

13. Mother's occupation _____

14. Mother's hobbies/interests _____

15. What kinds of skills or characteristics would you like to see your child develop through this program? _____

_____

16. What suggestions do you have for meeting your child's needs in this program? _____

_____

I give permission for my child to appear in photographs, video tape, articles, etc. about the GATE Program.

SIGNED _____

Relationship to child _____

STUDENT _____

INDIVIDUAL PROFILE

SOURCE	INTERESTS	STRENGTHS	NEEDS	EXPECTATIONS
Observation of Classroom Teacher				
Observations of G/T Specialist				
TIP Scale				
Parent Inventory				
Student Interest Survey				
Psychological Report				
Levels and Modalities Related to Thinking				
Other				

GROUP PROFILE

STUDENTS	INTERESTS				STRENGTHS				NEEDS				EXPECTATIONS			
	Science				Logic	Math			Group Skills				Field Trips			
John Smith																
Jim Clark																
Betty Jones																
Fred Peterson																
Sue Gaynor																

To be filled in with attributes common to individual profiles. (Examples given.)

IDENTIFYING THE INSTRUCTIONAL STAFF

Determining the role of the various members of the instructional staff who instruct the gifted/talented student is the next step in the process.

Within his or her designated role, all persons associated with the instruction of the student must be assigned duties which are appropriate to the implementation of the student's program.

Issues concerned with this process are discussed in the following pages.

Who will instruct?

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IMPLEMENTING THE PROCESS MODEL (3)

WHAT TO DO	DECISIONS TO MAKE	HOW TO DO IT WHAT TO KNOW
IDENTIFY INSTRUCTIONAL STAFF	WHO DOES WHAT IN THE INSTRUCTIONAL PROGRAM?	The Role of Each Instructor
1. Identify Classroom Teacher Having Responsibilities with Gifted Student	1. Who are the classroom teachers assigned to gifted children?	1. List of Teachers and Gifted Students
2. Write Job Descriptions For All Personnel Involved with Gifted and Talented	2. What is the role of each general staff category?	2. Job Description of each General Staff Member on Page *43*
3. Identify Administrative Staff	3. How is the selection of a site manager for the program determined?	3. Investigate appropriate school personnel resources
4. Identify Gifted Specialist Support (Resource Teachers, etc.)	4. Who is available as a special G/T resource person?	4. Job Description Resource Specialist

JOB DESCRIPTIONS
FOR
GIFTED & TALENTED PROGRAM

GENERAL SCHOOL STAFF:

All school personnel who have designated responsibilities to G/T students will be an integral part of a committee for preparing student program plans.

CLASSROOM TEACHER:

The classroom teacher is responsible for relating the normal classroom environment to the G/T program.

1. Conducts pre-assessment activities as defined in the Process Model.
2. Serves on the committee for student program plans.
   a. Contributes information and ideas which relate to the normal class curriculum.
   b. Shares personal knowledge of students' needs, interests, and abilities.
3. Supervises activities designed or prescribed by the committee.
4. Communicates student progress to appropriate audiences.

PSYCHOLOGISTS:

Psychologists supervise all identification procedures.

1. Communicate with classroom teachers and parents concerning pre-assessment procedures.
2. Establish "cut off" standards for pre-assessment instruments.
3. Conduct testing for I.Q. scores.
4. Be responsible for confidential reports.
5. Serve on committees for planning and monitoring student programs and progress when appropriate.

RESOURCE SPECIALIST:

The Resource Specialist is responsible for supplying necessary, special resources for the operation of the Curriculum Design in the context of student program plans.

1. Contributes ideas, information about gifted/talented curriculum to other committee members.
2. Selects or devises sample units of study, materials, and equipment to assist students in developing projects.
3. Teaches students in group training activites.
4. Assists teachers in the use of specialized G/T methods, strategies, materials.
5. Supervises project outcomes and culminating activities.

SPECIALIST IN SPECIFIC AREAS:

Specialists in specific areas of gift and talent are responsible for relating the existing curriculum of the special area to the needs of the identified G/T student.

1. Contributes appropriate ideas and information for committee planning.
2. Selects or devises special activities appropriate to the G/T curriculum.
3. Identifies appropriate materials and resources.

PROGRAM MANAGER:

The Program Manager assumes the general supervision and coordination of the program.

1. Schedules all program activities: Planning Committee, Student Activities, Parent Involvement.
2. Establishes and monitors communication system between committee members.
3. Is responsible for collecting, typing, distributing information on Student Planning and Monitoring Forms.
4. Makes arrangements for procuring, storing, distributing materials and equipment.
5. Monitors performance in all job descriptions.
6. Collects and prepares budget information for final decisions.

SCHOOL ADMINISTRATOR:

The school administrator will be responsible for all major decisions of the program.

1. Communicates with school board and staff to determine school provisions for G/T program.
2. Works with program manager and staff to develop necessary scheduling.
3. Makes appropriate personnel assignments.
4. Finalizes the program budget.

PARENTS:

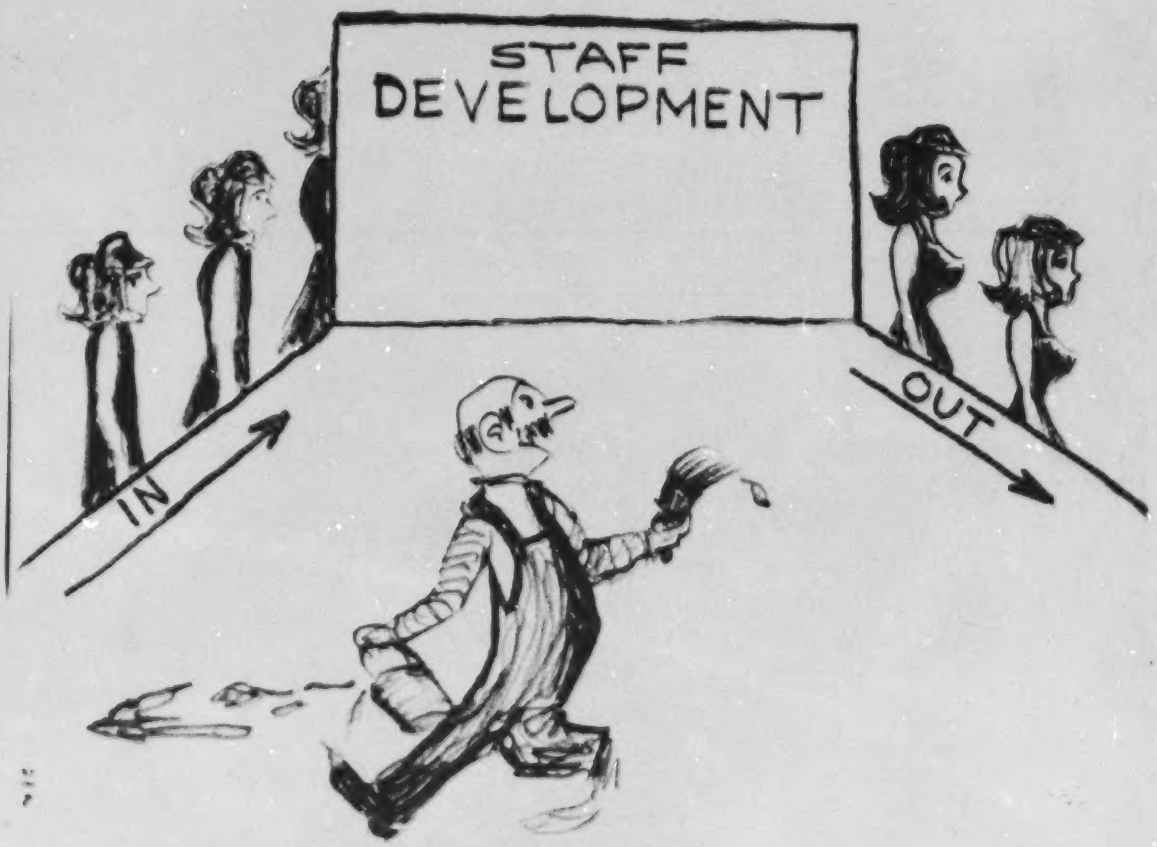
Parents are responsible for relating the factors of the child's environment outside the school to the school's Gifted & Talented program for the child.

1. Complete the necessary parent surveys consistent with the Project Process Model.
2. Have ongoing communication with other student program planning committee members, to provide information and ideas about the child that is not available at school.
3. Monitor the child's progress toward the completion of projects delineated in the Student Program Plan.
4. Supervise student activities as agreed upon in the parent responsibility section of the Student Program Plan.
5. Assist in appropriate logistics of the program (transportation, supervision, etc.,) when committed by agreements prior to designated activities.

TRAINING THE STAFF

When the existing skill and training of each staff member is determined and his or her role with the student established, further specialized training is then implemented.

Determination of the effectiveness of the training is of prime concern. Performance objectives and related criterion references on the following pages provide a method for planning the training programs and measuring their success in terms of teacher performance.



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IMPLEMENTING THE PROCESS MODEL (4)

WHAT TO DO	DECISIONS TO MAKE	HOW TO DO IT WHAT TO KNOW
TRAIN STAFF	**WHAT INFORMATION AND TRAINING WILL BE REQUIRED FOR TEACHERS, PARENTS, ADMINISTRATORS?**	Outcomes of the Staff Training Model
1. Determine Staff Training Needs According to Inservice Criteria	1. What training and talent now exists among staff members identified?	1. Do a needs assessment based on criteria on pages 48, 49, 50.
2. Schedule and Conduct Workshops for Teachers/ Parents	2. How many workshops in various subject categories will be required?	2. List of Prioritized Topics
3. Distribute Training Material	3. What materials and equipment will be required?	3. Bibliography of materials
4. Determine Kinds and Amount of Specialist Teaching Support	4. Who will give instruction?	4. Directory of Expertise on Page ____
5. Schedule Classroom Support by Specialists	5. When will instruction be given?	5. Sample Schedule on Page

PROPOSED TRAINING OUTCOMES

After reading or receiving instructions related to subjects listed below, each staff member and parent in the Student Program Planning Committee will make appropriate contributions to the Student Program Plan according to criteria* listed for each type of committee member, i.e., classroom teacher, parent, resource teacher in gifted and talented, specialist in areas of gifted and talented.

1. "Who Is the Gifted Child" an address by Ann Lord, Fremont County, on page
2. Positive and Negative Characteristics of Gifted/Talented Students on page
3. Program and Instructional Objectives of Gifted/Talented Curriculum Design in Handbook on page
4. Definition of Levels and Modalities Related to Thinking on Page
5. Definition of Bloom's Taxonomy of the Cognitive, Psychomotor and Affective Domain on page
6. Definition of the Structure of the Intellect
7. The Enrichment Triad Model by Joseph Renzulli, Creative Learning Press, 530 Silas Deane Highway, Wethersfield, Connecticut 06109

*Each member of the committee must possess certain basic knowledge necessary to competently help plan a program for a gifted and talented student. The following three plans outline the criteria for determining the level of expertise of the (1) classroom teacher, (2) parent, and (3) resource specialist.

CRITERION REFERENCES FOR SUCCESSFUL TRAINING OF PARENTS

Student Name Level

Classroom Teacher _____

Resource Teacher _____

School _____

The number of students listed here show parent awareness of appropriate program options for the student from a choice of Group Training, Independent Study or Class Curriculum Extension.

Familiarity with the components of the Gifted and Talented curriculum design will be evident in monitoring activities assumed by the parent.

Student Need & Interest	Class Curriculum	Gifted/Talented Curriculum
Items listed here reveal the parent's knowledge of personality type, and positive and negative characteristics of Gifted as related to programming to meet needs in and outside the classroom.	Concepts and topics show parent's knowledge of the students strengths and weaknesses in the normal curriculum.	

Student Project	Activities	Time	Person Responsible	Resources Required
Student project outcomes show the parents knowledge of the students individual needs in the total environment in the real world.	Some of the activities for each student project show the parent's knowledge of the specific kinds of growth and change to be observed in the student as it relates to the basics of the Curriculum.	Time for student projects show parent knowledge of appropriate student time management in the total environment.	Parents' names appear here for tasks appropriate to efficient student time management in the world outside the classroom.	The list of media materials and personnel consist of items which can and may necessarily be supplied by parents.

CRITERION REFERENCES FOR SUCCESS IN TRAINING OF THE CLASSROOM TEACHER

Student Name Level

Classroom Teacher _____

Resource Teacher _____

School _____

The number of students listed here will show the teachers expertise in selection of a program option (Group Training, Independent Study or Class Curriculum Extension) which relates the identified student needs to the Gifted Curriculum in the classroom setting.

The teachers' familiarity with the components of the curriculum design will be evident in the activities assigned to the student.

Student Need & Interest	Class Curriculum	Gifted/Talented Curriculum
Items listed here reveal the teacher's knowledge of 4 basic personality types, positive and negative characteristics of Gifted, significance of the objectives in the Gifted and Talented curriculum design relative to the classroom setting.	Concepts and topics in the general curriculum are listed with knowledge of appropriate requirements for the Gifted students performance in the classroom.	

Student Project	Activities	Time	Person Responsible	Resources Required
Student project outcomes reflect the teacher's knowledge of the student's individual needs and interests as they relate to the total school environment.	Some activities for each student project will show the classroom teacher's expertise in monitoring the kinds of growth or change in the student according to the requirements of the Gifted and Talented Curriculum design and the classroom curriculum.	Decisions which establish time for students to develop special projects reflect the teacher's awareness that the learning of concepts by Gifted may require different time frames, learning modalities, and levels of thinking than other children.	The classroom teacher's name appears here for the tasks appropriate to the Gifted and Talented students progress in the total school environment.	The list of media materials and personnel consists of some contributions recommended by the classroom teacher which strengthen the relationship of the Gifted and Talented curriculum to the general school curriculum.

Student Name Level

Grouping of student shows Resource Specialists expertise in selecting appropriate program options for students which will result in the most effective use of Gifted and Talented Curriculum.

CRITERION REFERENCES FOR SUCCESS IN TRAINING OF THE RESOURCE SPECIALIST EDUCATION FOR THE GIFTED

Classroom Teacher _____

Resource Teacher _____

School _____

All student activities show Resource teachers expertise in each facet of the Gifted and Talented Curriculum.

Student Need & Interest	Class Curriculum	Gifted/Talented Curriculum
Items reflect in-depth processing of required student assessment instruments for use in establishing high priority needs.	Concepts and topics all determined according to productive relationships between class curriculum and Gifted and Talented Curriculum.	

Student Project	Activities	Time	Person Responsible	Resources Required
Student project outcomes reflect student growth and change according to the resource specialist's expertise in the in-depth implementation of the Gifted and Talented Curriculum design.	All student activities reflect the resource teacher's knowledge of relationships of each assigned by the committee members to the in-depth Gifted and Talented curriculum design.	Resource teacher skill in coordination of all time factors is evident in the completed time line for the student project.	Resource specialist judgement is observable in the correct balance of contact with various instructions which adequately produces an effective student project.	The expertise of the resource specialist is evident in the productive choice and management of all resources.

WHO IS THE GIFTED CHILD?

Presented at Redding, California
March 10-11, 1978
by Ann Lord, MGM Coordinator
Fremont Unified School District

The main task here is to provide information about whom we speak when we discuss the gifted child, and why these special students need differentiated programs. I'd like to start with WHO ARE THEY, then briefly discuss the WHY SHOULD THEY. The "WHAT AND HOW" will come in detail in the sessions to follow.

Who is the gifted child? I'd like to describe some children to you very briefly, and then let's see if we can decide which are the gifted. These are real students and they are all twelve years old. . . .

+++ SUSAN is a very pleasant girl with an engaging personality. Rather tall for her age and attractive, she has many friends among the girls and boys in her class. She does well in sports and always gets good grades. Her school work is excellent and, in addition to that, her assignments are usually always neat and on time. Teachers like her very much.

+++ JOHN is an only child whose parents are both college-educated and who include him in their discussions of current events and problems of the day on a consistent basis. John has a well-developed vocabulary but only a few close friends his own age. He has a tendency to be argumentative, which causes him some problems with his peers as well as his teachers. When he is "turned on" by an assignment he does a fantastic job, but if he isn't, he may not do it at all. Teachers view John with mixed feelings. Some like him a lot, but others can't stand to have him around.

+++ TOM is an easy-going boy, whose teachers sometimes despair of ever getting a written assignment from him. He listens and participates in class discussions, and seems to possess a good deal of knowledge; however, he can't seem to write anything down. He enjoys tinkering with tools and building various things in a workshop his father built in their garage. Tom has many friends, and he is more of a leader than a follower.

+++ DOLORES (or "Dee" as she is known to her friends) is a member of a cultural minority in her community. Her father does not live at home. He disappeared several years ago and Dee's mother does not seem to know where he is. There are several younger children in the house and Dee helps her grandmother care for them while her mother works. She has become very adept at the domestic arts and shows great creativity in making clothes for the family. Her homework does not always get finished on time because of her responsibilities at home. Her skills are weak in some areas, but her creativity is evident. Dee has many friends, but her domestic obligations sometimes preclude her participation in extra-curricular activities. Teachers often feel sorry for her.

Which of these students is gifted? ---SUE, the high-achieving, popular, well-rounded student who also excels in sports? How about JOHN, the argumentative "loner" who relates better to adults than to his own age mates? Consider TOM, whose leadership and manual skills far outdistance his ability with written language. Look at DEE, who is demonstrating skills at an adult level in areas that are valued by her culture and by her family. Which of these students is gifted? What do you think?

Well, you're all right. All of these students are mentally gifted in the "traditional" and most narrow definition. That is to say that all four students have, as part of the evidence studied by the identification committee, achieved an I.Q. score at or above the 98th percentile on an individually administered test of mental ability. They all have I.Q.'s at the 132+range. . . . .

The other characteristics that they display and that I have described to you may not be consistent with the stereotyped bespectacled, bookish male student, falling down under an armload of books and balancing a

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briefcase load of papers as he tries to achieve some minimal social success under the benvolent aegis of a kindly athletic star (whose father is a friend of his father) ––– the scenario of many a Dean Martin and Jerry Lewis comedy of the late 50's and early 60's. However that particular sterotype is probably as accurate as most other sterotypical portrayals –– that is, not at all. Of our four case histories, possibly John comes the closest to this particular movie character, but even that is not totally accurate.

In a study done in New York State in the mid 60's, over 2000 gifted high school students were asked to categorize each other in terms of specific characteristics. When the results of these surveys were compiled, it was found that the students could be rather comfortably grouped into four categories.

Categories and the percentages grouped therein were as follows:

I. First we have the HIGH ACHIEVING STUDIOUS (60% found here): good grades, protestant ethic, conformers, highly productive. Not social leaders or very creative. Logic and organization good. Prefer lecture to discussion. Future – want to be hardworking and conscientious and live by the rules. Tend to be deadly serious and take themselves the same way. However, neat and attractive – girls often very pretty. Excellent employees. Do not shine at parties, but will on the monthly report. Punctual and a little punctilious. . .good secretaries, teachers, engineers. Teachers like them.

II. Next we find SOCIAL LEADER TYPE (19.5%): Social interests come first, although may do very well in school – involved in school elections, athletics, cheerleading, etc. The "rah-rah" type. Fluent and persuasive. A particularly handsome group – both boys and girls. Some come from homes with money, some not. Girls like to spend money on clothes – very important to them. Parents often young and handsome: well-educated and well-connected. Basic values are materialistic and hedonistic. Not visionaries – although community-minded and active in popular causes. The boys probably become corporate lawyers or doctors. The girls marry those types. Teachers like them, but don't always take them seriously.

III. Third we have the CREATIVE INTELLECTUALS (19.5%): Tend to get lower grades than categories I and II, but achievement test scores are higher – do not conform and are not leaders – even in own group – circle in own orbit. Fluent and original on creative tests. Girl intellects are rarely accepted by students/teachers. Future scientists (not engineers), artists, writers, scholars-at-large. Interested in all of these, ESP and other far-out areas. Skeptical but deeply idealistic. See the difference between expressed beliefs and actions – intensely serious but with a sense of humor that is impulsive, subtle and zany. Thrive on free choice. Very off-beat reading habits – more social conscience than social inclination. Concerned with process rather than product, internal life more than external effect. Do not want or expect rewards – see the ultimate goal rather than immediate tasks. Education is seen as a continuing process, not just a series of grades on a report card. Can be a real "pain".

IV. THE REBEL (1%): Rare – individualistic, creative, non-intellectual – they display a general nonconformity which serves no social or intellectual purpose, but is a means for showing dislike of regimentation. Very low achievers – moderately gifted and a few brilliant – neither leaders or followers in school. May mastermind a subculture bordering on delinquency. Teachers and rebels must reject each other. Most are males. Dress is unpredictable – can be leather-jacket type, but not always – low in social responsibility, high in delinquency scales. Not fluent on creative scales but very original. May be good with hands – customizing and dragging. Whereas creative intellectuals are found within the entire socio-economic range, rebels are of lower-class origin – parents are outsiders – not much emphasis on social or intellectual matters. Rebels are creative and can be turned on by unusual ideas – they are at odds with school and community, but that may be a response to types of rejection – can sometimes be reclaimed if school "makes sense". May go to college and develop technical skills – or excel in entertainment or sports. May become truck drivers and wind up owning their own fleet (top 25% of truck drivers are brighter than lower 25% of attorneys). Not a surprise, if you know both.

So these are the "four faces" of gifted adolescents. Now, very few of our students fit precisely into one category without any characteristics from another. In fact, at different stages of their lives we might find some changes in classification. The high school student in the social leader category may well become more of a high achieving studious type in medical and dental school, or may be in danger of flunking out. Likewise, the conservative high school student may well become more of an outgoing "social butterfly" in college.

The important fact is that when we talk about gifted students, we should realize that we are talking about a variety of personality types, a variety of behavioral characteristics and differing rates of development.

However, in spite of all their differences, the one thing that all these students have in common – almost without exception – is an ability to perform complex mental functions at a rate far beyond that of their average ability classmates, whether these take the form of puzzles and games, or abstract mathematical formulas. They can form generalizations and see relationships between concepts; they can synthesize information from a variety of sources and come up with their own innovations. A typical list of characteristics of gifted students would include the following:

POSITIVE	NEGATIVE
1. Learns rapidly and easily.	1. Can easily become bored with routine assignments.
2. Is highly imaginative. Is less inclined to follow the organization and ideas of others.	2. May want to do things his/her own way –– why not?
3. Has a high degree of curiosity. Asks many questions. Is interested in a wide range of things.	3. Can become a real pest.
4. Has keen powers of observation and is alert.	4. May notice too much in the classroom.
5. Reasons things out, thinks clearly, recognizes relationships, comprehends meanings.	5. May see relationships others do not see and want to spend large amounts of class time discussing all this.
6. Has longer attention and interest span.	6. Sometimes doesn't want to stop one project and start the next.
7. Can often form generalizations and use them in new situations.	7. May notice the teachers lack of consistancy with "But you said we should <u>always</u>. . ."
8. Has greater than average ability to grasp abstract concepts and see abstract relationships.	8. Can get lost in pursuing own thoughts. Appear to be day-dreaming or not paying attention.
9. Has a large vocabulary which is used easily and accurately.	9. Can lose other students or "turn them off."
10. Retains what has been heard or read without much rote drill.	10. Often gets bored by repetitious assignments.
11. Enjoys reading, usually at a mature level.	11. Always has nose in book – and maybe the book does not seem terribly appropriate.
12. Follows directions easily.	12. May not always pay close attention to those directions.

13. Has a good sense of humor.

14. Can use material, words or ideas in new ways.

15. Has a strong desire to excel.

16. Uses a great deal of common sense and practical knowledge.

17. Is a leader in several kinds of activities. Is often asked ideas and suggestions. Is looked to by others when something must be decided.

13. Can make jokes at adult expense. Not everyone appreciates this.

14. Sometimes too innovative.

15. Can be easily or too deeply upset by perceived "failure."

16. Can become too authoritative.

17. Can become too bossy, and be unwilling to listen to the opinions of others.

Although these characteristics mentioned are positive, they also have a negative side for general education. Therefore, in planning your objectives, activities and overall programs for gifted students, you must keep these things in mind, and consider those characteristics and needs that make gifted students unique, in differentiating your curriculum appropriately to deal with them. You will hear a lot more about what to do and HOW to do that in the sessions to follow.

I mentioned that I would talk this morning about WHO ARE THE GIFTED and then say something about WHY they need special programs. I've described some gifted students to you, and discussed a study that categorized gifted high school students into different behavior types. I mentioned the learning characteristics these students share no matter what "type" they are and briefly touched on some of the problems these can cause.

As far as WHY we should provide special programs for these students, it's really very simple: as educators, we all claim that one of our goals is to provide appropriate educational activities for all students, in order to maximize the achievement of their potential. It is easy for the most casual observer to understand the handicapped students cannot be expected to develop their full potential unless special provisions are made for their educational needs. We would not expect a mentally retarded student or a youngster with severe visual perception problems to learn to read on the same schedule or at the same pace as a child with normal vision and average intelligence. Nor would we order the same learning materials for these children to work with. Although society generally recognizes that the needs of students who are physically or mentally handicapped are different, and is therefore willing to make special education provisions for them; the needs of students at the other end of the scale have been relatively ignored. In fact, the attitudes of the community, of educators, and even of parents have sometimes been less than positive (because of misunderstanding) and often have been characterized by hostility to the idea of doing things for children and youth who apparently have so much "going for them" already.

Since the advent of AB65 most school districts are forced to agree that the basic philosophical approach to modern education is that ALL students should be provided with learning experiences that are suited to their particular problems and designed for all exceptional needs. As originally structured by ECE, individualized learning emphasizes diagnosis, prescriptive teaching, evaluation of progress, and the like. Educators realize that in any given group of 5th grade students, for example, we may find reading skill levels ranging from Grade 1 to Grade 10. To teach reading to all thirty-one students using the same material or the same approach would be ludicrous. Every enlightened teacher would agree to that. We are therefore at least giving lip service to the idea of meeting the needs of each individual child and we understand that these needs differ. If you were an instrumental music teacher, you would undoubtedly wish to organize an "honors" or advanced band for your most adept students, in addition to your foundation for basic introductory skills development sequence, for to expect them to work only with beginners and intermediate pupils would probably discourage and demoralize them. If you were a

coach, you would provide special time and a series of higher level skill activities and events for your top athletes. Everyone agrees with that, and it is accepted that some students will qualify for these groups and others will not. It is a simple matter of ability. It is also accepted that the coach will spend the majority of his/her time with the advanced level students and leave the beginners to assistants.

Why is it so difficult for us to get across the idea of special groups or activities for students who are advanced intellectually??? If these students are to grow according to their capabilities, they must have learning experiences that require them to move faster, to explore subjects more deeply, to use their ability to conceptualize and generalize on a more abstract level. To expect them to do anything else is like keeping them with the trumpet students still laboring over scales and fingering. . . . These students must be taught and expected to respond to challenging activities before they develop bad habits of sliding through classes with little effort. If they learn to go through school without having to use much of their real potential, they may find that making a real effort is something they're not disciplined to do. If we as educators not only DO NOT help them to grow as far and fast as they can, but actually manage to place obstacles in their way, we all lose in the long run.

In this new age of realization that our resources are limited, we should be examining our priorities carefully. It is easy to understand how, in a dog-eat-dog society, we might take the selfish point of view that any "advantage" in terms of learning activities or special programs provided to the most accelerated students was giving them a headstart over our own less gifted children. "Why not" we might say, "spend that extra time and money on MY child so he or she has a chance to catch up and achieve as well as the smartest ones?"

Well, I hope we're beginning to get smart enough to realize that competition is OUT and cooperation is IN. We're all of us in the same leaky boat. . . .all traveling on the same spaceship Earth. In not providing the opportunity for gifted students to progress as far as they can as fast as they can we are failing to utilize one of our most precious resources and one of the scarcest commodities of all –– the future brainpower of our nation. These gifted are the students who have the potential to make discoveries and changes and to provide solutions to our serious problems. They should not be feared as the students who will possibly beat out our own children and prevent them from enrolling in that most prestigious of institutions, "the college of their choice. . ." If we turn these gifted students off, by boring them with irrelevant, unchallenging material –– or if we handicap them by providing activities so EASY for them that they never develop decent work habits, or if we simply fail to provide a challenging curriculum that helps the students grow to their full intellectual potential we, as educators, are failing. We are cheating –– not only them –– but our whole society. We need ALL the help we can get.

LEARNING THEORIES

of

Dr. Benjamin Bloom*

To prepare an adequate individual plan for a gifted and talented student, knowledge of theories about how these special children learn is useful.

The following pages list the most basic information about a theory of learning levels as outlined from works of Dr. Benjamin Bloom.

Knowledge of these learning levels becomes usable only as the information is applied and observed through teacher and parent experiences in workshop settings, the daily classroom, and at home.

Therefore, the information given here is for the purpose of delineating the bare facts about what committee members will know after staff training sessions about this subject.

* see bibliography

BLOOM'S TAXONOMY

COGNITIVE

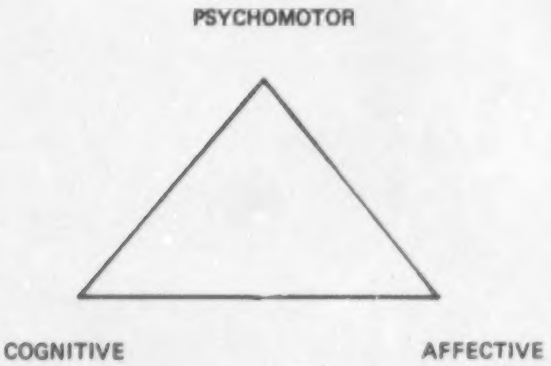
Knowledge--recall rate
Comprehension--makes use of material
Application--use of abstractions in particular situations
Analysis--separates complex whole into parts
Synthesis--combines elements with a new whole
Evaluation--students make value judgments

AFFECTIVE

Receiving--willing to receive or accept something, no active avoidance.
Responding--shows some observable behavior, i.e. smiling, moves towards it.
Value--determines a choice or behavior.
Organization--
Characterization--philosophy of life. If truly internalized, the behavior can be absolutely predicted.

PSYCHOMOTOR

Impulsion--rate or speed at starting
Frequency--number of times to sustain, endurance
Speed--how fast after in motion
Strength--relation to endurance, amount of power
Flexibility--muscle and joints
Coordination--precision and accuracy



Interrelated

THE COGNITIVE DOMAIN

Mastering the characteristic of each level of thinking serves in developing questions at the various levels.*

Below are examples of the use of verbs (process) and nouns (product) when writing such questions:

	VERBS		NOUNS	
KNOWLEDGE	show	discover	diagram	charts
	explain	identify	books	tapes
	locate	inquire	newspapers	models
	recognize	match	magazines	people
	demonstrate		films	television

	VERBS		NOUNS	
APPLICATION	model	sketch	diary	stitchery
	apply	paint	scrapbook	mobile
	code	draw	photographs	illustration
	organize	collect	map	sculpture
	construct	report	cartoon	
	experiment		model	

	VERBS		NOUNS	
ANALYSIS	categorize	dissect	graph	report
	take part	compare	survey	diagram
	analyze	contrast	questionnaire	chart
	separate		commercial	

	VERBS		NOUNS	
SYNTHESIS	add to	design	story	news article
	create	what if . . .	poem	radio show
	imagine	invent	play	product
	combine	infer	song	recipe
	suppose	improve	cartoon	magazine
	predict	compose	new game	puppet show
	hypothesize	role-play	invention	T.V.

	VERBS		NOUNS	
EVALUATION	justify	recommend	editorial	self-evaluation
	debate	judge	survey	panel evaluation
	solve	criticize	court trial	recommendation
			conclusion	letter

*From a presentation by Judith Roseberry, Supervisor, MGM Program, Garden Grove, at a Redding, CA workshop March 10-11, 1978, titled "The Design Process."

THE AFFECTIVE DOMAIN

RECEIVING (ATTENDING)

AWARENESS

Develops awareness of aesthetic factors in dress, furnishings, architecture, city design, good art, and the like.

Develops some consciousness of color, form, arrangement, and design in the objects and structures around him and in descriptive or symbolic representations of people, things and situations.

WILLINGNESS TO RECEIVE

Attends (carefully) when others speak——in direct conversation, on the telephone, in audiences.

Appreciation (tolerance) of cultural patterns exhibited by individuals from other groups——religious, social, political, economic, national, etc.

Increase in sensitivity to human need and pressing social problems.

CONTROLLED OR SELECTED ATTENTION

Listens to music with some discrimination as to its mood and meaning and with some recognition of the contributions of various musical elements and instruments to the total effect.

Alertness toward human values and judgments on life as they are recorded in literature.

RESPONDING

ACQUIESCENCE IN RESPONDING

Willingness to comply with health regulations.

Obeys the playground regulations.

WILLINGNESS TO RESPOND

Acquaints himself with significant current issues in international, political, social, and economic affairs through voluntary reading and discussion.

Acceptance of responsibility for his own health and for the protection of the health of others.

SATISFACTION IN RESPONSE

Enjoyment of self-expression in music and in arts and crafts as another means of personal enrichment.

Finds pleasure in reading for recreation.

Takes pleasure in conversing with many different kinds of people.

VALUING

ACCEPTANCE OF A VALUE

Continuing desire to develop the ability to speak and write effectively.

THE CLASSIFICATION OF EDUCATIONAL OBJECTIVES

Psychomotor Domain*

Perception – the essential first step; the process of becoming aware of objects, qualities, or relations by way of sense organs.

Sensor stimulation – the impingement of a stimulus upon one or more of the sense organs

Auditory

Visual

Tactile

Olfactory

Kinesthetic

Cue selection – identification of the cue or cues and associating them with the task to be performed.

Translation – relating of perception to action in performing a motor act; the mental process of determining the meaning of the cues received for action.

Set – a preparatory adjustment or readiness for a particular kind of action or experience.

Mental set – readiness in the sense of having made the anatomical adjustments necessary for a motor act to be performed.

Emotional set – readiness in terms of attitudes favorable to the motor acts. Willingness to respond is implied.

Guided response – an early step in the development of skill. Emphasis is upon the abilities which are components of the more complex skill.

Imitation – the execution of an act as a direct response to the perception of another person performing the act.

Trial and error – trying various responses, ususally with some rationale for each response, until an appropriate response is achieved.

Complex overt response – the individual can perform a motor act that is considered complex because of the movement pattern required; a high degree of skill has been attained; the act can be carried out smoothly and efficiently.

Resolution of uncertainty – the act is performed without hesitation; the individual knows the sequence required and so proceeds with confidence.

Automatic performance – the individual can perform a finely coordinated skill with a great deal of ease and muscle control.

*Adapted from Elizabeth Jane Simpson, "The Classification of Educational Objectives, Psychomotor Domain" (Project Report, University of Illinois, 1966).

Grows in his sense of kinship with human beings of all nations.

PREFERENCE FOR A VALUE

Assumes responsibility for drawing reticent members of a group into conversation.

Deliberately examines a variety of viewpoints on controversial issues with a view to forming opinions about them.

Acitvely participates in arranging for the showing of contemporary artistic efforts.

COMMITMENT

Devotion to those ideas and ideals which are the foundations of democracy.

Faith in the power of reason and in methods of experiment and discussion.

ORGANIZATION

CONCEPTULIZATION OF A VALUE

Attempts to identify the characteristics of an art object which he admires.

Forms judgments as to the responsibility of society for conserving human and material resources.

ORGANIZATION OF A VALUE SYSTEM

Weighs alternative social policies and practices against the standards of the public welfare rather than the advantage of specialized and narrow interest groups.

Develops a plan for regulating his rest in accordance with the demands of his activities.

CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

GENERALIZED SET

Readiness to revise judgments and to change behavior in the light of evidence.

Judges problems and issues in terms of situations, issues, purposes, and consequences involved rather than in terms of fixed, dogmatic precepts or emotionally wishful thinking.

CHARACTERIZATION

Develops for regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.

Develops a consistent philosophy of life.

PSYCHOMOTOR

1. **IMITATION:** starting point in growth of psychomotor skills is covert imitation of an action. The performance lacks neuro-muscular coordination or control---generally crude and imperfect (mechanical-overt repetition)

2. **MANIPULATION:** emphasizes the development of skill in following directions, performing of selected actions through necessary practice. Learner can perform according to instruction rather than just on the basis of observation

3. **PRECISION:** learner performs the skill independent of a model or set of directions. Accuracy, proportion, and exactness in performance become significant (reproduction, control, errors reduced to a minimum)

4. **ARTICULATION:** emphasizes coordination of an established appropriate sequence (performance involves accuracy and control plus elements of speed and time)

5. **NATURALIZATION:** high level of proficiency in the skill or performance of a single act. The act is routinized to an extent that it results in automatic and spontaneous response (performance is natural and smooth. Coordination)

PRESENTERS GROUPED BY CATEGORY OF EXPERTISE

Cognitive Domain

Cyr, Robert
Hella, Julie
Patton, Sally
Samples, Robert
Shareck, Helen
Sherrow, Jackie
Swain, Robert

Affective Domain

Bubenik, Patricia
Clark, Barbara
Cyr, Robert
DeCuir, George
Frierson, Ed
Hella, Julie
Henderson, Barbara
Patton, Sally
Powers, Charles
Samples, Robert
Shareck, Helen
Smith, Nina
Stromberg, Claudia
Swain, Robert
Wagner, Carlton
Ziff, Barry

Structure of Intellect

Bennett, Janice
Brown, Marilyn
Chamberlain, Judy
Clairmont, Robert
Kearney, Elizabeth
Kurtz, Jan
Manning, Eleanor
Markle, Patricia
Meeker, Mary
Slusher, Nancy
Tuttle, Lynn

Critical Thinking

Cowan, Ray
DeCuir, George
Harada, Michael
Loggins, Dennis
Parnes, Sidney
Patten, Rita
Patton, Sally
Wickstrom, Gail

Creative Problem Solving

Curry, Jim
Epley, Thelma
Manning, Eleanor
Parnes, Sidney
Patton, Sally
Sholseth, Richard
Talbot, Jan

Creative Production

Bryan, Patricia
Del Curto, Lauretta
Denne, Dorothy
Friedman, Ginger
Kearney, Elizabeth
Landin, Les
Lee, Wilma
Leonard, Martin
Lurie, Toby
Manning, Eleanor
Parnes, Sidney
Patton, Sally
Williams, Bernell

Extraordinary Leadership

Cline, Susan
DeVries, Bruce
Frierson, Ed
Howard, Roni Joan
Nakaoka, Barbara

Career Education

Underwood, Don
Williams, Bernell

Culturally Different, Educationally Disadvantaged, and Underachieving Gifted

Deip, Jeanne
Manning, Eleanor
Moore, Donna
Roseberry, Judith

Early Childhood, Including Preschool

Doty, Gwenn
McConnell, Sandra

Handicapped Gifted

None

Visual and Performing Arts

None

Extraordinary Psychomotor Ability

Lewis, Florence

Other

Alberti, Delbert
Borsting, Peggy
Buchanan, Virginia
Chan, Audrey
Choate, Faye
Clark, Barbara
Curb, Larry
Dalis, Gus
Elliott, Carol
Feller, Mary Ann
Gibbany, Jack
Grover, Richard
Hancock, Jane
Hanson, Stephen
Henderson, Barbara
Holland, Geoffrey
Ingram, Marjorie
Jenkins, Phyllis
Johnson, Connie
Jones, Harriet
Kaplan, Sandra
Kimmick, Gerri
Knutsen, Lee
Kruse, Evaline
Laidlaw, Carole
Lebrecht, Suzanne
Lind, Mary
Loggins, Dennis
Millikin, Gloria
Moeckel, Sandra
Moitozo, Laurence
Moore, Donna
Olivero, James
Otterness, John
Patton, Sally
Robinson, Peter
Roessler, Linda
Roseberry, Judith
Schooley, Claire
Shareck, Helen
Sheckler, Paul
Sholseth, Richard
Shorr, Betty
Smith, Nina
Snibbe, Jane
Speyerer, Susan
Spratling, Patricia
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Thompson, Delmar

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* California State Department of Education, Wilson Riles, Superintendent of Instruction 1978

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DETERMINING MANAGEMENT ALTERNATIVES

Provisions are different than programs.

Provisions for the gifted/talented students, as opposed to the Program for the students, is the subject of this section.

Before the program can begin, schools must determine the scope of what can be provided within the limitations of logistics, personnel, equipment, and the physical setting.

Program options are determined by establishing long range outcomes for students which encompass the appropriate provisions within the school setting.

Providing adequate G/T programs requires a minimum of three basic program options according to the identified needs of students.

1. Class Curriculum for G/T Students

   Special activities based on the general class curriculum should be considered for certain students to ensure that basic concepts are mastered in the various areas of subject matter. When this option is chosen, it is crucial that the emphasis be on CONCEPTS, however, not continuous practice and repetition as is often necessary with normal or slower students.

2. Special Interest Projects for Individuals

   Students who readily master the concepts of the general curriculum may have plenty of time during the school day for pursuing projects of their special interest which develop their gift or talent to a higher degree. This option requires careful planning by the Student Program Planning Committee to assure that students have adequate support in developing such projects.

3. "Pull Out" Projects for Groups of G/T Students

   "Pull Out" programs provide evidence that gifted students benefit from being with other gifted students. This option is desirable in every school setting. The degree to which this option may be provided is controlled by many factors, not the least of which is the financial consideration. Such priorities should be established according to input from all decision makers (the student, parent, teachers, administrators, school board).

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IMPLEMENTING THE PROCESS MODEL (5)

WHAT TO DO	DECISIONS TO MAKE	HOW TO DO IT WHAT TO KNOW
DETERMINE MANAGEMENT ALTERNATIVES	**WHAT ARE THE APPROPRIATE PROVISIONS THAT MAY BE OFFERED AT THE SCHOOL SITE?**	Program Options Planning Sheet on Page 73
1. Design Participation Options for Classroom	1. What general classroom curriculum can be part of the gifted student's program?	1. Bibliography of available classroom activities, media, equipment
2. Design Participation Options for Pullout Program	2. What provisions can be made for "pull out" activities – individuals or groups?	2. Investigate local resources
3. Design Participation Options for Off-Campus Activity	3. What provisions can be made for off-campus experiences?	3. Investigate local resources
4. Develop Schedule	4. Develop schedules for all phases of the program	4. Schedules on Page 75 to 77
5. Develop Budget	5. Develop program budget	5. Product Contract Procedures on Page 78

GIFTED/TALENTED PROGRAM OPTIONS
PLANNING SHEET FOR SCHOOL PROVISIONS

School District _____

Total Support Time _____

PROPOSED OUTCOMES

PROCEDURES \ PROGRAM OPTIONS													TOTAL SUPPORT TIME
	Resource Time	Class Time	Student Time	Parent Time	Resource Time	Class Time	Student Time	Parent Time	Resource Time	Class Time	Student Time	Parent Time	
PLANNING													
INSERVICE													
RESOURCE TEACHER													
EVALUATION													
Subtotal													
TOTALS													

EXAMPLE

GIFTED/TALENTED PROGRAM OPTIONS
PLANNING SHEET FOR SCHOOL PROVISIONS

School District _____

Total Support Time _____

PROPOSED OUTCOMES

Students identified as gifted and talented in grades 1-8 will develop projects which will indicate skills gained in Gifted/Talented Education, as determined by criteria stated in individual and group program outcome descriptions.

PROGRAM OPTIONS / PROCEDURES		Class Curriculum Extension: Student projects will show evidence of G/T skills relative to special needs of the student in existing class curriculum as determined by criteria established in student program plan.				Individual Special Instruction: Student projects will demonstrate identified G/T skills which reflect special student interest beyond the classroom curriculum.				Group of Gifted/Talented: Cooperative interaction between G/T students will result in a project which demonstrates G/T skills as determined by group activity plan.				TOTAL SUPPORT TIME
		Resource Time	Class Time	Student Time	Parent Time	Resource Time	Class Time	Student Time	Parent Time	Resource Time	Class Time	Student Time	Parent Time	
PLANNING	1. Define needed student skills in classroom and G/T curriculum. 2. Identify appropriate projects, activities, resources. 3. Develop time schedule. 4. Determine evaluation criteria.													
INSERVICE	1. Communicate concepts in class curriculum 2. Communicate concepts in G/T curriculum. 3. Develop teaching resources.													
RESOURCE TEACHER	1. Implement classroom activities. 2. Conduct "pull out" activities.													
EVALUATION	1. Develop assessment procedures. 2. Display projects. 3. Conduct evaluation activity.													
	Subtotal													
	TOTALS													

TIME SEQUENCE AND RESPONSIBILITIES
For Designing and Implementing Program Options

Activity	Person Responsible
Contact District Superintendents for Program Explanation	GATE Director
Approval of School Board to Discuss with Staff	Superintendent
Staff Orientation	GATE Director
Determine Inservice Requirements	Principal, GATE Director
Final Board Approval	Superintendent
Student Screening by School Staff, Parents, Psychologists	
Talent	Principal, GATE Director
MGM (Districts above 900 ADA)	District Psychologist
MGM (Districts below 900 ADA)	County Psychologist
Letter to Parents	GATE Director, MGM Coordinator
Determine Scope of Program	Supt., Principal, Teacher Representatives, MGM Coordinator, GATE Director
Parent Meetings	GATE Director, MGM Coordinator
Staff Meetings	Principal, GATE Director
Plan Indepth Teacher Inservice	Principal, Staff, GATE Director
Implement Program and Schedule Activities	GATE Director
Conduct Ongoing Inservice:	GATE Director
Workshops	
Classroom Demonstrations by Specialists	

SCHEDULE
FOR
CLASSROOM TEACHER

DATE	TIME	RESOURCE SPECIALIST	ACTIVITY
Sep			
Oct			
Nov			
Dec			
Jan			
Feb			
Mar			
Apr			
May			

SCHEDULE
FOR
RESOURCE SPECIALIST

DATE	TIME	CLASSROOM TEACHER	ACTIVITY
Sep			
Oct			
Nov			
Dec			
Jan			
Feb			
Mar			
Apr			
May			

BUDGETING PROCEDURES FOR PRODUCT CONTRACTS IN A COUNTY OFFICE OR OTHER CENTER SERVING MULTIPLE SCHOOLS OR DISTRICTS

Step I: (Fixed Cost Per Pupil)

(a) Establish cost of total program regardless of number of students.
Salary of Coordinator
Fringe Benefits
Materials
Conferences
In-Service
Bookkeeping
Insurance
Other

Total _____

(b) Divide the total cost of the program in Step I by the anticipated total number of students in the program _____

Fixed cost per pupil _____

Step II: (Cost per District)

(a) Divide the total salary of resource teachers by total hours to operate the total program _____

Total Hourly Rate _____

(b) Multiply the number of hours to operate the district program times hourly rate

Total _____

(c) Divide total "b" by number of district students

District hourly cost per pupil _____

(d) Add fixed cost per pupil plus hourly cost per pupil

Total district cost per pupil _____

Step III: (District Income)

Add income per pupil from State _____
Plus per pupil income from County _____

Total district income per pupil _____

Step IV: (District Excess Cost)

(a) Subtract total income per pupil from total program cost per pupil

District excess cost per pupil _____

(b) Multiply total excess cost per pupil times the number of students in district _____

(c) Add mileage for district _____

Total excess cost per district _____

Step V: (Reconcile -- Expenses and Income)

Add total State income for all students in program _____

To total contribution from districts _____

Total _____

Add Fixed and Variable costs

Total Program Expense _____

Compare Expenses to Income.

Make necessary adjustments to balance budget.

100

EXAMPLE

SHASTA COUNTY SCHOOLS OFFICE

MGM Proposed Budget
1978-79

PROGRAM EXPENSES

		Fixed	Variable (1)	Variable (2)	
1100	Teacher - Regular		8,775		
	Teacher - Hourly	380	10,990		
	Teacher - Substitute	180			
1300	Supervising Teacher	2,925			
3000	Employee Benefits				
	STRS	936			
	Health & Welfare	1,500			
	Unemployment Insurance	41			
	Workmen's Compensation	422			
4300	Instructional Supplies	1,530			
5100	Personal Services Contracts	1,500			
5210	Mileage			1,203	
5220	Conferences	1,000			
5410	Insurance	160			
5900	Bookkeeping & Accounting	894			
		$11,468	$19,765	$1,203	TOTAL $32,436

$11,468 divided by 236 = $49/student

$19,765 divided by 1,456 hrs = $14/hr

INCOME

County - $3,500 + $894 = $4,394
(divided by 236 students = $19 per student)

State - 236 students @ $80 = $18,800

TOTAL INCOME $32,519

Districts' Contribution *$9,325

*See Contracted Costs by District

	Hours		DISTRICT HOURLY		STUDENTS		Per Student		FIXED COSTS Per Student		TOTAL		Income from Co. & State		District Excess Cost		No. of Students		TOTAL		Mileage		TOTAL DISTRICT COST
Redding	488	x	$14	÷	75	=	$ 91	+	$49	=	$140	–	$98	=	$ 42	x	75	=	$3150	+	?	=	
Pacheco	140	x	$14	÷	36	=	$ 54	+	$49	=	$103	–	$98	=	$ 5	x	36	=	$ 180	+	?	=	
Buckeye	170	x	$14	÷	22	=	$108	+	$49	=	$157	–	$98	=	$ 59	x	22	=	$1298	+	?	=	
Cascade	235	x	$14	÷	28	=	$118	+	$49	=	$167	–	$98	=	$ 69	x	28	=	$1932	+	?	=	
Bella Vista	75	x	$14	÷	5	=	$210	+	$49	=	$259	–	$98	=	$161	x	5	=	$ 805	+	?	=	
Whitmore	102	x	$14	÷	4	=	$357	+	$49	=	$406	–	$98	=	$308	x	4	=	$1232	+	?	=	
Grant	34	x	$14	÷	3	=	$159	+	$49	=	$208	–	$98	=	$110	x	3	=	$ 330	+	?	=	
Happy Valley	52	x	$14	÷	17	=	$ 43	+	$49	=	$ 92	–	$98	=	$ 0	x	17	=	$ 0	+	?	=	
Junction	71	x	$14	÷	16	=	$ 62	+	$49	=	$111	–	$98	=	$ 13	x	16	=	$ 208	+	?	=	
Igo	13	x	$14	÷	5	=	$ 36	+	$49	=	$ 85	–	$98	=	$ 0	x	5	=	$ 0	+	?	=	
Mt. Union	17	x	$14	÷	3	=	$ 79	+	$49	=	$128	–	$98	=	$ 30	x	3	=	$ 90	+	?	=	
Shasta Lake	42	x	$14	÷	10	=	$ 59	+	$49	=	$108	–	$98	=	$ 10	x	10	=	$ 100	+	?	=	
Shasta Union	17	x	$14	÷	12	=	$ 20	+	$49	=	$ 69	–	$98	=	$ 0	x	12	=	$ 0	+	?	=	

School_____

DISTRICT TIME/ACTIVITY SCHEDULE

DATE	ORIENTATION	INSERVICE	STUDENT ACTIVITY	CULMINATION	PREPARATION	TOTAL

The District Time/Activity Schedule enables the G/T Specialist to effectively distribute the amount of time for which the district has contracted. It also serves as an accountability monitor for the district.

A STUDENT CENTERED
CUSTOM DESIGNED CURRICULUM

Avoid fitting students to the curriculum.
The curriculum serves the student.

"Gifted programs" can easily become a disconnected collection of "cute" activities. Such a "program" often fails in its purpose because there is little measurable direction in which the student can move. Preparing learning experiences for students with an emphasis on the long range needs of the student is of primary importance in developing any viable G/T program.

The difference between curriculum and a random collection of student activities or learning experiences within the context of a subject area must be clearly understood by all members of the Student Program Planning Committee if the curriculum is to serve the student.

Curriculum (Latin - curricle, to run) implies a sequential (running) or systematic course of study with outcomes and purposes clearly defined. Student activities and learning experiences may then interact in a meaningful way to accomplish outcomes which meet the need of the student.

When student activities are selected within a well-defined curriculum design, an ongoing evaluation process is possible. The long range value and/or effectiveness of those activities may then be determined.

The following examples of long range goals, performance objectives, and related student activities are an integral part of the Student Program Planning process.

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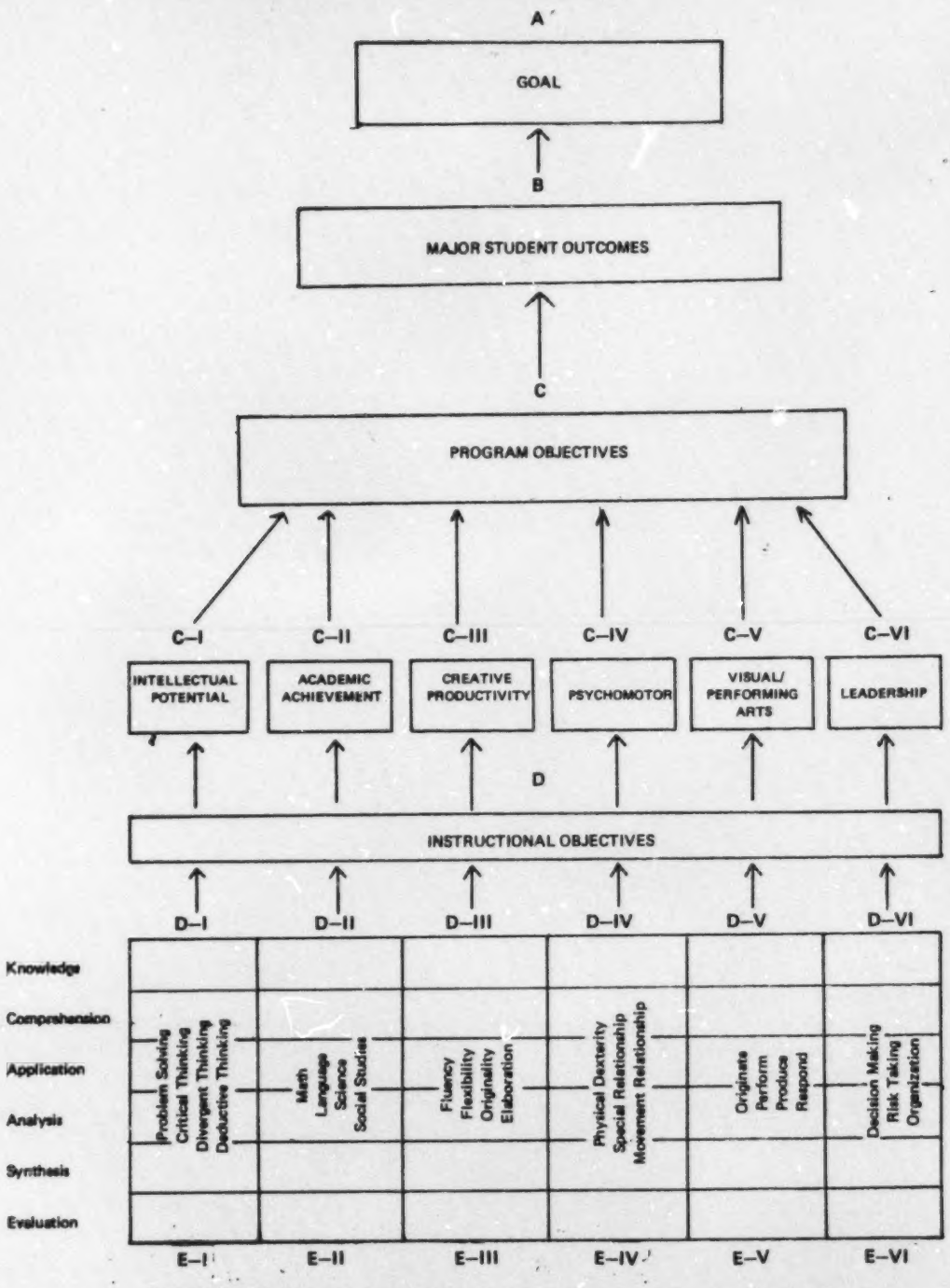
IMPLEMENTING THE PROCESS MODEL (6)

WHAT TO DO	DECISIONS TO MAKE	HOW TO DO IT WHAT TO KNOW
SELECT ALTERNATIVES FROM CURRICULUM DESIGN TO FIT INDIVIDUAL STUDENT NEEDS	OF WHAT USE IS THE CURRICULUM DESIGN IN DEVELOPING APPROPRIATE ACTIVITIES FOR STUDENTS?	Overview of Curriculum Design
1. Develop Projects from Survey Information	1. What is the best vehicle to be used in developing the student's G/T?	1. Sample Student Project on Student Plan on Page 94
2. Determine Appropriate Areas of G/T for Each Student	2. What major program outcomes are appropriate to each student?	2. Curriculum Design on Page 86
3. Conduct Student Activities Consistent with Curriculum	3. What specific strategies will accomplish those outcomes?	3. See Bibliography of Student Activities

CURRICULUM DESIGN



Instructional objectives must always relate to the program objectives and at the same time fulfill the specific interest area in which the student is working. There are many instructional objectives that serve to accomplish a single program objective.

For example, when a child is working in an interest area such as science, instructional objectives would include increasing the student's skills in problem solving, critical thinking, divergent thinking, and deductive thinking. Achievement of these instructional objectives would in turn directly relate to one stated program objective of developing the student's intellectual potential.

The following pages provide examples of learning sequences showing movement from activity through program objectives.

PROGRAM OBJECTIVES

C–I	C–II	C–III	C–IV	C–V	C–VI
INTELLECTUAL POTENTIAL	ACADEMIC ACHIEVEMENT	CREATIVE PRODUCTIVITY	PSYCHOMOTOR	VISUAL/ PERFORMING ARTS	LEADERSHIP

C–I INTELLECTUAL POTENTIAL shall be fully realized in one or more of the areas of talent listed below as determined by student performance in the following traits or skills:

- assimilate data at high rate
- remember detail from reading and/or experience
- show divergent and deductive thinking
- demonstrate comprehension of abstract concepts

C–II ACADEMIC ACHIEVEMENT

Students who are gifted/talented academically will demonstrate the following traits or skills as measured by (1) successful performance on advanced placement exams, (2) high scores on standard material tests (SAT), (3) production of term papers, social studies models, essays, and math and science:

- self-discipline
- highly structured in work habits
- willingness to tackle a challenge
- make wise decisions in regard to priorities

C–III CREATIVE PRODUCTIVITY

Students who are gifted/talented in creative productivity will demonstrate the following traits or skills as measured by frequency and quality:

- identifies problems
- solves problems through multiple approaches
- integrates facts and information to create a unique product
- relies on intuition to create a unique product
- defines unique solutions
- takes risks
- originates, produces and responds

C–IV PSYCHOMOTOR

Students who are gifted/talented with psychomotor ability will demonstrate the following traits or skills as measured by frequency and quality:

- physical dexterity
- spacial understanding
- visual and rhythmic perception and movement relationships

C–V VISUAL PERFORMING ARTS

Students who are gifted/talented in visual performing arts will demonstrate the following traits or skills as measured by frequency and quality:

- creation of a unique statement
- mastery of skills appropriate to the medium
- manipulation of audience response
- originates, performs, produces and responds through use of artistic medium

C–VI LEADERSHIP

Students who are gifted/talented in leadership will demonstrate the following traits or skills as measured by frequency and quality:

- self-confidence in decision making
- sense of significant
- emphatic
- evidence of being preceived positively by others
- effective verbalization
- flexibility
- organization
- takes risks
- broad perspective

CURRICULUM DESIGN

A

GOAL

To help each child:

become more responsible for himself and his relationships with others and his society;

learn to think creatively, analytically, and independently;

develop skills that will expand his ability to learn and produce effectively.

B

MAJOR STUDENT OUTCOMES

At the completion of the Gifted/Talented Curriculum, students:

- show abilities to learn in appropriate contexts of the six areas of Gifted and Talented

- function productively in the above mentioned learning situations in all levels of thinking (Cognitive Domain, Bloom's Taxonomy)

- relate those levels of thinking to additional intellectual factors appropriate to the nature of the various areas of Giftedness and Talentedness

II. ACADEMIC ACHIEVEMENT

Definition: **The student demonstrates long-term and proficient academic achievement in one or more areas of curriculum.**

C–II Program Objective

Students who are gifted/talented academically will demonstrate the following traits or skills in terms of frequency and quality as measured by (1) successful performance on advanced placement exams, (2) high scores on standard material tests (SAT), (3) production of term papers, essays, and math and science social studies models:

- self-discipline
- highly structured in work habits
- willingness to tackle a challenge
- makes wise decisions in regard to priorities

D–II Instructional Objective

The student will read with a degree of accuracy sufficient to analyze a given selection according to assigned criteria.

E–II Sample Activity

Read a short story of student choice

Recall - List the names of three characters in the story.

Comprehension - Write the kind of character for each listed.

Application - List four attributes for each character.

Analysis - Analyze the characterizations according to personality traits.

Synthesis - Indicate one or more techniques which might be employed to assist the characters to understand each other.

Evaluation - Write a generalization of the author's purpose in writing the story.

I. INTELLECTUAL POTENTIAL

Definition: A demonstrated excellence in many academic areas as opposed to a single area; and having a measured IQ of 132 or above

C–I Program Objective

Intellectual Potential shall be fully realized in one or more of the areas of talent listed below as determined by the student's performance in the following traits or skills:

- assimilate data at high rate
- remember detail from reading and/or experience
- show divergent and deductive thinking
- demonstrate comprehension of abstract concepts

D–I Instructional Objective

The student will demonstrate the ability to perform the six levels of thinking delineated in "Bloom's Taxonomy of the Cognitive Domain" as determined by criteria established in the required products of a series of reports on "Early Frontier Life in the United States."

E–I Sample Activity

The role of women in the development of the United States

1. Make a drawing showing five tasks performed by frontier women in 1876.
2. Do a classroom demonstration of three tasks of a farmer's wife in 1876.
3. Collect a 20-card fact file about women in 1876.
4. Put together a newspaper article on the role of women (Indian, Black, White, Chinese) in the settlement of the west.
5. Design an advertisement for a ladies' magazine in 1890.
6. Conduct a survey (50 people minimum) to determine attitudes of people regarding women's rights. Interpret the results in an oral report with media. Include variables such as sex or age.

III. CREATIVE PRODUCTIVITY

Definition: The student's ability to engage in resourceful, productive, and sometimes non-traditional behavior and thinking

C–III Program Objective

Students who are gifted/talented in creative productivity will demonstrate the following traits or skills as measured by frequency and quality:

- identifies problems
- solves problems through multiple approaches
- integrates facts and information to create a unique product
- relies on intuition to create a unique product
- defines unique solutions
- takes risks
- originates, produces and responds

D–III Instructional Objectives

In a series of activities, students will show behaviors relative to risk-taking, curiosity, imagination and thinking processes in terms of high degree fluency, flexibility, originality, elaboration.

E–III Sample Activity

A simulation of Edison's invention of the light bulb

Recall - List the necessary elements for fire and types of combustible material.

Comprehension - Explain the relationships between oxidation and light.

Application - Test various materials to determine which will glow but not burn.

Analysis - Determine the practicality of various options available.

Synthesis - Combine information regarding elements of fire, heat, materials to construct a light bulb.

Evaluation - Test light bulb to determine best combination of all to produce a workable bulb.

IV. PSYCHOMOTOR

Definition: The student has an advanced ability to coordinate mental and physical skills.

C–IV Program Objective

Students who are gifted/talented with psychomotor ability will demonstrate the following traits or skills as measured by frequency and quality:

- physical dexterity
- special understanding
- visual and rhythmic perception and movement relationships

D–IV Instructional Objective

The student performance is expressed through physical actions required for superior performance as determined by basic skills inherent in the physical act.

E–IV Sample Activity

Throw a ball overhand.

Knowledge - List the required arm motions in sequence which result in an efficient and accurate throw.

Application - Explain how each part of the sequence controls the direction, speed of the ball.

Comprehension - Throw the ball using a variety of techniques listed.

Analysis - Determine which parts of the sequence of the actual throw caused or interfered with the desired outcome.

Synthesis - Select and use those physical actions which caused the predictable outcome.

Evaluation - Determine whether or not the throw was successful and list the reasons.

V. VISUAL PERFORMING ARTS

Definition: The student's ability to effectively use a particular visual or performing media for self expression or enjoyment.

C–V Program Objective

Students who are gifted/talented in visual performing arts will demonstrate the following traits or skills as measured by frequency and quality:

- creation of a unique statement
- mastery of skills appropriate to the medium
- manipulation of audience response
- originates, performs, produces, responds, through use of artistic medium

D–V Instructional Objective

Student will arrange and present a musical play after having analyzed the essential elements of the play and identified the activities at each level of learning.

E–V Sample Activity (Criterion Reference)

Musical Play: Scrooge's Christmas

Knowledge - Read the play and list all characters.

Comprehension - Memorize and interpret assigned parts.

Application - Play assigned parts and perform other functions (set and costume design, etc.) according to research relative to setting and plot of the play.

Analysis - Do a character analysis of each part according to selfishness, timidity, domination, etc.

VI. LEADERSHIP

Definition: The student's ability to organize and productively control the behaviors and emotions of others

C–VI Program Objective

Students who are gifted/talented in leadership will demonstrate the following traits or skills as measured by frequency and quality:

- self-confidence in decision making
- sense of significant
- empathetic
- evidence of being perceived positively by others
- flexibility
- organization
- takes risks
- broad perspective

D–VI Instructional Objective

Students will develop a method for reducing conflict which prevents or deters the accomplishment of a goal determined by an individual or a group.

E–VI Sample Activity

The Pennies Game (object: to determine who has the most influence in a small group)

After equal number of pennies have been distributed to each person in a small group, each will convince others to relinquish pennies to him/her when playing the game according to the rules delineated.

Knowledge - List the rules of the game.

Comprehension - Play the game.

Application - Devise methods and techniques for influencing others.

Analysis - Determine which techniques caused some people to relinquish pennies to other people.

Synthesis - Relate all the reasons why some people obtained more pennies than others.

Evaluation - Determine whether or not the reasons listed during synthesis will consistently produce comparable results. Predict which persons will obtain the most pennies in the final go-round of the group made up of "winners" from the other groups.

GIFTED/TALENTED COMMITTEE PLAN FOR STUDENT PROGRAM

Student Name	Level

Classroom Teacher

Resource Teacher

School

Student Need & Interest

Class Curriculum

Student Project

Gifted/Talented Curriculum

G/T Area	Learning Levels (s)	MGM Skills
Intellectual Potential	Knowledge	Fluency
Academic Achievement	Comprehension	Flexibility
Creative Productivity	Application	Originality
Psychomotor	Analysis	Critical Thinking
Visual/Performing Arts	Synthesis	Problem Solving
Leadership	Evaluation	

Activities	When	Time Span	Person Responsible for Monitoring	Resources Required From Whom

GIFTED/TALENTED
STUDENT PROGRAM PLAN

STUDENT NAME _____ LEVEL ____

SCHOOL _____

STUDENT PROJECT

CLASSROOM TEACHER _____

RESOURCE TEACHER _____

ACTIVITIES	TIME	PERSON RESPONSIBLE	HELP REQUIRED

Conduct Evaiuation Activities

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IMPLEMENTING THE PROCESS MODEL (7)

WHAT TO DO	DECISIONS TO MAKE	HOW TO DO IT WHAT TO KNOW
CONDUCT EVALUATION ACTIVITIES	HOW WILL WE KNOW IF WE DID WHAT WE HOPED TO DO?	Program Planning and Evaluation Process
1. Establish Criteria for Determining Successful Strategies	1. What criteria will measure success of program objectives?	1. Individual Profile of Talent Inventory on Page 22
2. Monitor and Revise Processes	2. What processes and strategies were used with each student?	2. Monitoring Form on Page 105
3. Conduct Appropriate Student Testing	3. What test results are available on each student?	3. List of Pre & Post Test Results on each Student Page 103
4. Interpret Results	4. What results are significant in planning the next year's program?	4. Individual Profile K-12 (To be developed) Page 106

PLANNING PROGRAMS

WITH

BUILT-IN EVALUATION/ASSESSMENT SYSTEMS

OVERVIEW

Before an evaluation/assessment can be designed or implemented, a thorough familiarity with a program's goals, objectives, activities, and contextual requirements is necessary.

The credibility of any program, and an implementor's familiarity with the program, is determined through four basic issues.

1. Why should the program exist?	The description of unique need for the program
2. What is the program?	The observable program content in terms of proposed student outcomes
3. How will the outcomes be accomplished?	A description of processes/activities which bring about the accomplishment of the outcomes
4. How will success be determined?	Appropriate information to indicate the degree of success in meeting the student's needs (fulfilling program design)

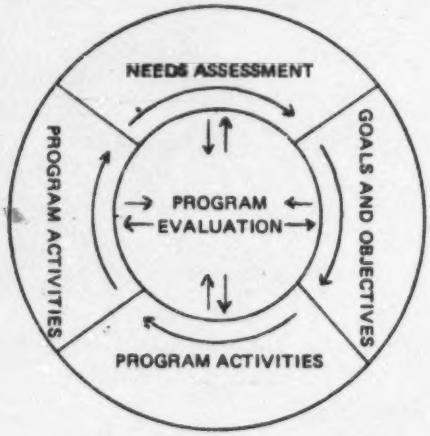
A thorough research, development, and presentation of these four issues is essential in the initiation and implementation of programs in rural schools for gifted/talented students.

The purpose of the evaluation is to provide the necessary information to improve the quality of the decisions which affect the program in terms of its value and effectiveness.

*EVALUATION OVERVIEW

Evaluation as an Ongoing Process

Program evaluation is continuing and ongoing. It occurs at the start, during and after a program has been run. One may consider evaluation as the nucleus of the program, for it interacts with the program's needs assessment, its statement of goals and objectives, and program planning and implementation. Evaluation data from the current run of a program becomes needs data for the next run. The entire activity is cyclic, as illustrated below:



The needs assessment gives direction for the development of program goals and objectives; program activities are developed to accomplish the stated program objectives. Carrying them out produces results of one sort or another. The evaluation process interacts with all these stages, and suggests directions for new plans and actions.

The display above suggests that there is constant feedback and revision between program evaluation and each of the four areas. One quickly notes that program evaluation cannot exist as a separate entity; it must be developed as an integral part of the program. Some of the relationships are shown in the following table:

Evaluation Is an Integral Part of a Program		
Why?	Needs Assessment	What needs can you cite that justify the existence of this program?
What?	Program Goals and Objectives	To what needs are the goals of the program related? Of what goals are the objectives of the program a part?
How?	Program Activities	What activities will most likely meet the objectives? How will you plan and carry out activities that will accomplish the objectives?
How Will You Know?	Program Evaluation	What kinds of information should be gathered to determine if the activities are reaching the objectives and consequently meeting the needs?

*Program Evaluator's Guide, the Evaluation Improvement Program
California State Department of Education, Wilson Riles, Superintendent

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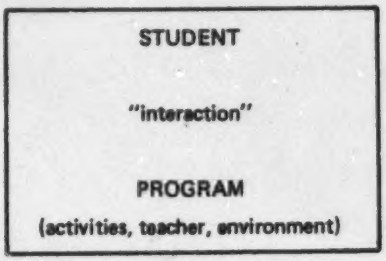
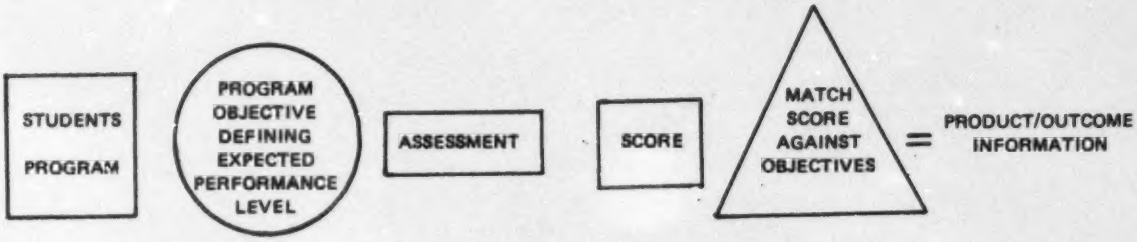
WHY IS AN EVALUATION DESIGN REQUIRED?

It is crucial that assessment instruments be carefully selected so that the program is accurately represented by the scores/responses elicited. Therefore, an evaluation design is required to predetermine how the program affects students.

The evaluation design gives a plan for viewing the interaction between the students and the program.



The evaluation design can be simple or complex depending upon the degree of accuracy of information that is required. The design looks at the following sequence of events:



PLANNING AN EVALUATION DESIGN

The evaluation of the program must consist of defining the purpose of the evaluation, determining exactly what it will accomplish, conducting the evaluation activities, and using the information to satisfy the stated purpose.

Planning – Conducting – Using

*THE EVALUATION PROCESS

PLAN	CONDUCT	USE
Determine Evaluation Purpose and Objectives	Collect Data	Report Results
Develop the General Evaluation Plan	Analyze Data	Apply Evaluation Findings
Determine the Specific Evaluation Design		
Obtain Assessment Tools		

The success of an evaluation depends upon a wise choice of evaluation design.

An Evaluation Design – A strategy for determining the effects of an instructional program on a group of students (in a special program). The program effects are compared against a standard which is based on one of three choices:

1. A separate comparison group without any special program.
2. A content or behavioral criterion.
3. The special program group serving as its own comparison group with no external standard.

* Program Evaluator's Guide

EVALUATION DESIGN

FOR THE

MODEL PROJECT GATE IN RURAL SCHOOLS

Relationships of test (product) data, process and context data are the factors which provide for effective decision making in terms of staff development and meaningful curriculum for gifted/talented students.

Success in meeting the established needs, through the three program components is determined by three types of evaluation data: Program Data (learner changes), Process Data (supportive activities), and Context Data (learning environment).

The Process Model for implementing school options provides process and context data by monitoring what "treatment" of students is appropriate to achievement of desired outcomes.

The Staff Development Model determines the kinds and levels of knowledge required of various categories of instructional staff. The learning environment is greatly affected by the degree to which communication among staff training based on teacher needs with a process for determining success in special knowledge is gained for use in improved communication among teachers and students.

The Curriculum Design provides a framework for establishing product data concerning the success of the program in terms of proposed student growth.

Students' Evaluation is assessed, in this program, through the use of Talent Identification Inventory. The Inventory allows for an assessment of the student in the following areas of giftedness and talentedness: Intellectual Potential, Academic Achievement, Creative Productivity, Psychomotor, Visual/Performing Arts, and Leadership. This instrument given prior to program implementation and at the end of project implementation allows the evaluator or teacher to determine student change during the year (between pre and post assessments).

The following forms allow one to plan, monitor, and therefore evaluate student progress.

Name _____

STUDENT PROFILE

PRE AND POST SCORES

From Talent Inventory

	PRE	POST
ACADEMIC ACHIEVEMENT		
Math	____	____
Reading	____	____
Language	____	____
Science	____	____
Social Studies	____	____
CREATIVE PRODUCTIVITY	____	____
LEADERSHIP	____	____
INTELLECTUAL POTENTIAL (IQ)	____	____
PSYCHOMOTOR	____	____
VISUAL AND PERFORMING ARTS	____	____

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IMPLEMENTING THE PROCESS MODEL (8)

WHAT TO DO	DECISIONS TO MAKE	HOW TO DO IT
REVISE ACTIVITIES ACCORDING TO EVALUATION RESULTS	HOW CAN THE PROGRAM BE IMPROVED	Compiled Evaluation Results
1. List successful and Unsuccessful Activities In Terms of Student Progress	1. Which parts of the total program produce the best or least student growth	1. Complete Monitoring Form
2. Revise Needed Curriculum Activities	2. Which parts of the Curriculum Design were successfully accomplished	2. Activities which support specific objectives
3. Revise Program Design as Needed	3. How will the new program compare to previous program	3. Base-line information from existing program

STUDENT MONITORING FORM

Name _____ Level ____ Age ____ Year ____ School _____

Classroom Teacher(s) _____ Resource Teacher(s) _____

Monitoring Code

Initial Strengths and Weaknesses (mark + or –)

G/T Areas	Learning Levels	G/T Curriculum Skills
__1. Intellectual Potential	__1. Knowledge	__1. Fluency
__2. Academic Achievement	__2. Comprehension	__2. Flexibility
__3. Creative Productivity	__3. Application	__3. Organization
__4. Psychomotor	__4. Analysis	__4. Critical Thinking
__5. Visual/Performing Arts	__5. Synthesis	__5. Problem Solving
__6. Leadership	__6. Evaluation	__6. Decision Making

Program Option

1. Class Curr. Extension
2. Independent Study
3. Group Training

STUDENT PROJECTS

Product Title	Process: Major Activities (Comment when appropriate)	Time Spent	Indicate Observable Growth Write Code No. and +, –, or NC (no chg.) G/T Area	L Levels	G/T Skills	Selected Option
1. _____	Exploration _____ Research _____ Proj. Development _____ Culmination _____					
2. _____	Exploration _____ Research _____ Proj. Development _____ Culmination _____					
3. _____	Exploration _____ Research _____ Proj. Development _____ Culmination _____					
4. _____	Exploration _____ Research _____ Proj. Development _____ Culmination _____					

Narrative based on Planning Committee Observations: